DOCUMENT RESUME

ED 261 023 SP 026 304

TITLE	The Proceedings of the National Federation's Annual National Conference of High School Directors of Athletics (15th, Milwaukee, Wisconsin, December 9-12, 1984).
INSTITUTION	National Federation of State High School Associations, Kansas City, Mo.
PUB DATE	Dec 84
NOTE	101p.
PUB TYPE	Collected Works - Conference Proceedings (021) -- Reference Materials - Bibliographies (131)
EDRS PRICE	MF01/PC05 Plus Postage.
DESCRIPTORS	*Athletic Coaches; *Athletics; Legal Responsibility; *Noninstructional Responsibility; Secondary Education; Teacher Behavior; Teacher Burnout
IDENTIFIERS	*Athletic Directors

ABSTRACT

This document contains abstracts of 37 presentations made on the the topics of: professional criticism; athletic directors; public relations; cheerleading; evaluation of coaches; risks and participation forms; noncertified coaches; nonteaching coaches; coach burnout; salaries and merit pay for coaches; conduct standards; financial matters; and building school spirit. Authors of presentations, athletic administrators from high schools, were: (1) D. Carr; (2) J.A. Sparks; (3) L. Burkett; (4) D. Karlgaard; (5) P. McLaughlin; (6) G. Hendren; (7) D. Cox; (8) B. Pearce; (9) H. Greer; (10) B. Watt; (11) B. Whitehead; (12) L. Pence; (13) C. Wehmann; (14) K. Hand; (15) D. Hardy; (16) J. Steinberg; (17) J. Miller; (18) R. Park; (19) B. Jensen; (20) T. Janssen; (21) J. Dakleman; (22) L. Ahlbrand; (23) T. Griffin; (24) E. Matthews; (25) V. Meyer; (26) R. Stolski; (27) B McCoy; (28) C. Herman; (29) R. White; (30) J. Czanko; (31) A. Mallanda; (32) G. Long; (33) T. Bryan; (34) B. Kosower; (35) F. Smith; (36) N. McCauley; and (37) J. Bartlett. (CB)

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The PROCEEDINGS of the National Federation's Fifteenth Annual National Conference of High School Directors of Athletics

in conjunction with the
EIGHTH ANNUAL MEETING
of the
NATIONAL INTERSCHOLASTIC ATHLETIC
ADMINISTRATORS ASSOCIATION

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MILWAUKEE, WISCONSIN
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EIGHTH ANNUAL MEETING
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NATIONAL INTERSCHOLASTIC ATHLETIC
ADMINISTRATORS ASSOCIATION

December 9-12, 1984

Milwaukee, Wisconsin

SUNDAY, DECEMBER 9

REGISTRATION — Convention Center - East Hall Lobby ..... 11:30 a.m. - 5:30 p.m.
VISIT EXHIBITS — Convention Center - East Hall ..... 11:30 a.m. - 5:30 p.m.
EXHIBITOR DOOR PRIZES — Convention Center - East Hall ..... 5:00 p.m. - 5:30 p.m.

— Hyatt Regency Ballroom (Tape 1) ..... 7:30 p.m. - 9:00 p.m.

DR. ZACHARIE CLEMENTS

Presiding: Paul Swanson, Athletic Director, LaFollette High School, Madison, Wisconsin
Welcome: John E. Roberts, Executive Director, Wisconsin Interscholastic Athletic Association
Announcements: Thomas E. Frederick, National Conference Coordinator
Address: **"Societal Hypocrisy: Why the Nation is Really at Risk"** Dr. Zacharie Clements, President, Council for Sense and Humanity in Schools, Inc., Burlington, Vermont

TOM FREDERICK

HOSPITALITY PARTY — Convention Center - East Ballroom ..... 9:15 p.m. - 11:00 p.m.
(Arranged by the Wisconsin Host Committee)

MONDAY, DECEMBER 10

WIVES' BREAKFAST — Convention Center - East Dining Room ..... 8:00 a.m. - 9:30 a.m.
(Featured Speaker: Mary McBride)
— Hyatt Regency Ballroom (Tape 2) ..... 8:30 a.m. - 9:30 a.m.

LEE SHERMAN DREYFUS

Presiding: Harry Geldien, Athletic Director, Casper High School, Casper, Wyoming
Address: **"Generation of Eagles"** Lee Sherman Dreyfus, Former Governor of Wisconsin

EXHIBITS OPEN — Convention Center - East Hall ..... 9:15 a.m. - 12:00 noon
COFFEE BREAK — Convention Center - East Hall ..... 9:30 a.m. - 10:30 a.m.

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MONDAY, DECEMBER 10

WORKSHOP SESSION I ..... 10:30 a.m. - 11:45 a.m.

A **Organization and Duties of the Athletic Director** — East Octagon North 2 & 5 (Tape 3)
Moderator: Bob Maxey, Athletic Director, Hammond High School, Columbia, Maryland
Speaker: Lucille Burkett, Athletic Director, Shaker Heights City Schools, Shaker Heights, Ohio
Speaker: Dick Karlgaard, Athletic Director, Bismarck Public Schools, Bismarck, North Dakota

B **Computer Up-Date** — West Octagon 2
Moderator: Father Harry Jansing, Athletic Director, Trinity High School, Louisville, Kentucky
Speaker: Paul McLaughlin, Athletic Director, Countryside High School, Clearwater, Florida
Speaker: Gary Hendren, Athletic Director, Parkway Central High School, Chesterfield, Missouri

C **Cheerleaders, Support Groups and School Spirit** — West Octagon 4
Moderator: Randall Renoud, Activities Director, Wellsville High School, Wellsville, Kansas
Speaker: Benny M. Pearce, Athletic Director, Cumberland County Schools, Fayetteville, North Carolina
Speaker: Dale E. Cox, Athletic Director, LaVille High School, Lakeville, Indiana

D **Coach's Evaluations** — East Octagon South 3 & 4 (Tape 4)
Moderator: Edward Lominsky, Athletic Director, Andrew Warde High School, Fairfield, Connecticut
Speaker: Harvey Greer, Athletic Director, Blue Valley High School, Stanley, Kansas
Speaker: Bill Watt, Athletic Director, Tigard High School, Tigard, Oregon

E **Participation Forms and Risk Warnings** — West Octagon 5
Moderator: George Pavlakos, Athletic Director, Butler Senior High School, Vandalia, Ohio
Speaker: Don Wilkinson, Athletic Director, Tempe Union High School, Tempe, Arizona
Speaker: Bruce Whitehead, Athletic Director, Crawfordsville High School, Crawfordsville, Indiana

G **Non-Certified Coaches** — West Octagon 3
Moderator: Rod Kowalczyk, Athletic Director, DePere High School, DePere, Wisconsin
Speaker: Carol Wehmann, Athletic Director, Indian Hills High School, Cincinnati, Ohio
Speaker: Larry Pence, Athletic Director, Turner Ashby High School, Dayton, Virginia

H **Junior High Programs** — Room E-10
Moderator: Darrell Goff, Athletic Director, Wood County Junior High School, Parkersburg, West Virginia
Speaker: Karen Hand, Athletic Assistant, Lincoln Public Schools, Lincoln, Nebraska
Speaker: Peter Sherry, Athletic Director, East Tipp Junior High School, Lafayette, Indiana
Speaker: Ralph Thompson, Athletic Director, Battleground Jr. High School, Lafayette, Indiana

VISIT EXHIBITS — Convention Center - East Hall ..... 11:30 a.m. - 12:00 noon
CONFERENCE LUNCHEON — Convention Center - Great Hall (Tape 5) ..... 12:00 noon - 1:45 p.m.

Master of Ceremonies: Rodger Estes, Athletic Director, Mehlville School District, St. Louis, Missouri
Invocation: Dave Balmer, Athletic Director, Arrowhead High School, Hartland, Wisconsin
Address: **"Al McGuire on Sports,"** Al McGuire, NBC Sportscaster

AL McGUIRE

NIAAA Awards: Presented by Dave Martens, NIAAA President, Fairport, New York

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Bob White, Iowa City, Iowa
John Hall, Staunton, Virginia
Dennis Kiley, Jackson, Michigan
Les Wright, New Albany, Indiana

MILWAUKEE CITY TOURS ..... 1:45 p.m. - 5:00 p.m.
LEGAL SEMINAR — Hyatt Regency Lakeshore Ballroom (Tape 6) ..... 2:00 p.m. - 3:30 p.m.

Presider: E. Douglas Chapman, Athletic Director, Belvidere High School, Belvidere, Illinois
Address: **"The Law and the Athletic Administrator: Rights and Liabilities"** Dr. Samuel Francis, University of Pittsburgh

DR. SAMUEL FRANCIS

MILWAUKEE PUB CRAWL — (Sponsored by the Conference Host Committee) ..... 7:00 p.m. - 11:00 p.m.

SEE YOU IN ANAHEIM, CALIFORNIA — DECEMBER 15-18, 1985

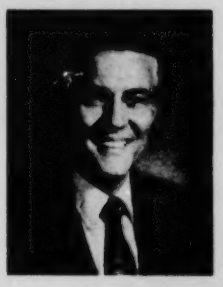
FOREWARD

The National Federation of State High School Associations, for fifteen years has sponsored a National Conference focusing on the needs and concerns of high school athletic directors across the nation.

Over 1,100 athletic administrators attended the fifteenth Annual National Conference of High School Directors of Athletics in Milwaukee, Wisconsin, December 9-12, 1984. The Conference PROCEEDINGS are compiled and distributed at no charge as a service to all Conference attendees and members of the National Interscholastic Athletic Administrators Association. Others interested in purchasing copies of the PROCEEDINGS should refer to page three for odering instructions and the price list.

The fifteenth edition of the printed PROCEEDINGS carries a report on a majority of the presentations made during the Milwaukee Conference. The presentations have been edited for brevity and elucidate the most pertinent ideas. Although the book is helpful, it is condensed and cannot capture completely the excitement and feelings generated by the speakers, duplicate the important discussions in which athletic directors engaged, nor include the entertainment and hospitality afforded the attendees.

To receive optimal benefits, plan on attending the sixteenth Annual National Conference of High School Directors of Athletics to be held December 15-18, 1985, in Anaheim, California.



Brice B. Durbin
Executive Director
National Federation of
State High School Associations

TABLE OF CONTENTS

		Page
Self Image and Communications	Dr. David Carr	5
Coping with Professional Criticism	James Allen Sparks	8
Oroganization and Duties of the Athletic Director	Lucille Burkett	12
Establishing Favorable Relations with the Public and Administration	Dick Karlgaard	15
PFS File and Report	Paul McLaughlin	16
Samples of PFS Files	Gary Hendren	18
Cheerleading - Emphasis on "Leading"	Dale Cox	20
Getting Cheerleaders Back to Cheerleading - or Have They Ever Stopped	Benny Pearce	22
Evaluating the Coach	Harvey Greer	25
Coaches Evaluation	Bill Watt	28
Participation Forms and Risk Warnings	Bruce Whitehead	32
Non-Certified Coaches	Larry Pence	35
How About the Non-Teacher as a Coach	Carol Wehmann	37
Junior High Programs	Karen Hand	39
Coach Burnout	Dr. Doris Hardy	42
Why Coaches Are Leaving the Profession and What We Can Do to Retain Them	Jack Steinberg	46
The Organization of an Athletic Office	Jack Miller	51
Office Management for the Athletic Director	Ron Park	52
Coaches' Handbook	Bill Jensen	54
Conference Administration	Tom Janssen	56
Conference Alignments	Jay Dakleman	57
Extracurricular Salary Range and Merit Pay for Coaches	Lloyd Ahlbrand	60
Chemicals and Our Athletes: What Do We Do Now	Thomas Griffin	61
Personal Conduct - Are We Lowering Our Standards	Edsel Matthews	63
Building School Spirit and Morale	Vita Meyer	64
Building School Spirit	Ron Stolski	64
Academic Eligibility Requirements	Bruce McCoy	66
Public Relations	Cheryl Herman	68
	Ronny White	69
Staff Evaluations	James Czanko	71
Job Descriptions for Coaches and Athletic Directors	Alan Mallanda	74
Budget Preparation	George Long	75
What Sets Private Schools Apart	Tom Bryan	78
Developing an Athletic Program in a Highly Academic Private School	Bob Kosower	79
Cooperative Purchasing	Fred Smith	81
Sports Participation Fees	Neil McCauley	82
Marketing Your Video Tape	Jim Barlett	83
Composite Index		87

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SELF IMAGE AND COMMUNICATIONS

Dr. David Carr
Northern Illinois University
DeKalb, Illinois

Given today's fast-paced life, communication is extremely important. It is even more important to those who head programs and need the support of the public to ensure, at least a modicum of success. In order to communicate and positively influence our target audiences, it is my belief that we must present ourselves in a more positive fashion. Moreover, we need to take a look at our image and our communications to see if we are really "coming across" as we feel we should.

One writer has suggested that we communicate to get our story to others, to increase the understandings between us and our audience, to influence or persuade others, and, if that has been done well, to obtain some action on the part of those to whom we would speak. In short, if our communications are effective, the public will have a better idea of what we are trying to do and given that understanding, will support us. (It is also hoped that even if they don't support us, they have the rationale for our actions, and at worst will not oppose us.)

There are problems for those who must communicate their programs, goals, problems, and successes to others. I once heard a speaker say that the majority of people with whom we speak have their minds on other things and consequently, fail to "hear us." This speaker went on to say that there are roughly four of those "blocking" categories, and most of us are in at least one of them.

1) current status -- how am I doing now? Am I viewed in a positive way, etc.? I want to be somebody.

2) money -- how will I cover that last check? Where can I invest my extra cash?

3) one's image regarding the opposite sex -- how can I be more masculine, macho, etc.? How can I be more feminine, etc?

4) How am I doing now? I want to get in and out with the least hassle. I don't want to make waves, etc.

The upshot of knowing people are in their own world of concerns tells us that we have to "break through" those areas in order for our message to take effect. If we don't know what it is that concerns those to whom we speak, we will have a tough time getting that message through.

According to experts at the National School Public Relations Association, a good deal of public opinion is formed by:

a) direct personal contact;
b) peer recommendation;
c) advertising; and,
d) reports and studies.

It doesn't take a genius, then to notice that people get their first impressions of us through a face-to-face encounter by them, or their friend. In short, if a patron comes to your office, what you do and say, how you "handle"

the communications, and what your office and you look like go a long way in deciding whether you are credible, whether you have "it" or not. The combination of your message and your image is of vital importance to you as a communicator.

Turning to one's image, it is well to note that it is not always how you feel or look, rather it is best to realize that it is the way others look at you that really counts. If you think you are doing well, but others don't, your job becomes more difficult.

Max Gunther wrote an article that suggested that we need charisma. I found him to be "right." Effective motivators, coaches, sales personnel, program directors all have charisma. You and I both know about those with that special quality. Gunther, however, says charisma seems to have six main parts:

1) physical appearance -- an interesting look, good health, and great posture. (Sense yourself walking in a room with a great story to tell.)

2) energy exchange -- people are drawn to those who "give off" energy rather than to those who just wait around for something to happen. (Picture yourself exhorting others to a higher level of achievement.)

3) arrogance -- if you try to please everybody, you may fail to please anybody. (Picture yourself relating to others a difficult decision you have just made.)

4) word power -- charismatic people are very articulate. (Picture yourself with all the "right" words during your board presentation.)

5) capable of accepting homage -- one can accept congratulations and admiration easily. (Picture yourself receiving the award and modestly saying, "We deserve it."

6) the look of serenity - regardless. -- charismatic people keep doubts to themselves while letting others know "all is under control." (Picture yourself at half-time down by 20 points, your star forward has just sprained an ankle, your car is reported stolen, your son gave up his scholarship, and your wife just put a down payment on . . . and saying, "We can do it!")

In short, I believe that the most effective communicators have that image - that charisma. There are those that can best motivate and influence others in an ethical, positive way. I also believe that the way they look is also a vital component of good communication.

John T. Molloy has written two books based upon his research on dress or appearance. His books have been widely read and followed by men and women for yars. Lately, however, many people are realizing the importance of those findings -- it does matter how you appear to others. If you look like you have just been put ashore from a German U-boat off the coast of Milwaukee, that is probably how you will be treated by your public. Think about going into Mader's in jeans and a sweatshirt.

People that are appropriately dressed seem to be treated better, listened to more effectively, and generally given more attention than those who have not felt attire was important. Molloy gives his findings on clothes, for men and women, including the appropriate styles, colors, and fabrics. I believe that following his advice regarding "Dress for Success," is both effective and helpful in the building of a positive image as a communicator. I would encourage others to read and consider carefully his thoughts. As an example,

some of his tips include:

. . . if you are not certain of the circumstances, dress more rather than less conservatively.
. . . always dress as well as the people to whom you are addressing.
. . . never wear green.
. . . never wear sunglasses as people must see your eyes to believe you.
. . . wear, do, or say something that makes your name or you memorable.

John Molloy's books are: Dress for Success (Men and Women), Warner Books, New York and Life for Success (Men and Women), Warner Books, New York.

We are at the point where your message is well thought out and set forth in a positive fashion, and you, yourself are effectively turned out in "correct" sartorial gear. Where will the message be delivered? Your office? Fine!

What does your office look like. If it is a typical office, it probably contains a gray, metal desk, overhead flourescent lights, file cabinets and a myriad of shelves. How comfortable will your guest be in your office? What your office or environment looks like often has a telling effect on your communications as well as your message and personal appearance.

Michael Korda wrote two fascinating books on how people are influenced by the set ups and actions of others. He advises that one's office should reflect strength/power. He claims the "power office" is set up in a simple, non-pretentious fashion.

Some tips by those who have studied such things regarding your office include:

1) your office should have a natural division, one area for business, and one for informal conversation. Keep in mind that few people give serious consideration to important matters while surrounded by piles of papers, confusion, etc.

2) a wooden desk is less likely to remind your guest of the bureaucracy or military, hence, making them more at ease.

3) the desk should be framed either by windows or some type of wall hanging.

4) file cabinets, staplers, etc., should be kept out of sight, lest the occupant be thought of as one more concerned with the technical aspects of the position rather than the conceptual ones. Note, people should receive more import than things.

The list goes on, but the program director is one who speaks for many and as such, must do it in a positive manner. A neat, clean, uncluttered office with simple, conservative, neatly arranged furniture will handle normal tasks, implies a business-like, "can-do" image that will serve the communicator well.

The image that we present to our publics along with the message can often spell the difference between success or the absence of it. Your image and your communications are vital to our educational programs and services.

"Great planning was obvious, preconference computer seminar was extremely helpful and the host committee provided great hospitality."
Robert Douglas, Port Chester, NY

COPING WITH PROFESSIONAL CRITICISM

James Allen Sparks
University of Wisconsin
Madison, Wisconsin

That was a nice introduction and the facts are correct, but it doesn't really tell you who I am.

I'm the kid at your school who is too skinny and too clumsy to make it in sports ... I'm the kid on the sandlot who always raised the question: "Who'll take Sparks." I'm the kid who, when the bully threw sand in my face, threw it back and got beaten up for it ... I'm the kid whose Mother made him wear long underwear even on gym days -- a real hit in the locker room ... I'm the kid who took a college course in tennis and got a "D". There wasn't anything in sports or athletics I could do well.

Then I became a middle-aged adult. My doctor looked at me and said, "Sparks you need to work out -- run, walk, bicycle, get some exercise." I thought I would throw up right there in his office. My whole childhood passed before my eyes. So I joined an exercise research group at the University of Wisconsin.

For 13 years, I have been with the same group of middle age jocks running, playing soccer, and finishing out the one-hour session with basketball. I still don't do it very well, but no one ever asks, "Who'll take Sparks." It's great.

Besides I get special treatment. When I score in soccer or basketball, the gang cheers and applauds -- they're so SUPRISED.

I learned a lot about criticism from those childhood experiences. Learnings that will somehow be reflected in this presentation in which I'll concentrate on RECEIVING CRITICISM, difficult for people and for me in particular.

I want you to do something -- in your mind. Look at the person you have put off talking with. See that person's face and body posture. What do you really feel about that person? If you could look closely at your feelings, you would probably see the common signs of resentment.

teasing with a biting edge;
nit-picking over little things;
curtness;
sabotaging in staff meetings;
outright avoiding that person.

You know you need to talk with someone about a problem but you put off. Why? Is it because you are afraid of hurting feelings? Afraid of what that person will say back to you?

For example, our head tells us one thing -- how criticism helps people learn from their mistakes and grow. But we know -- deep down, because we've been on the receiving end -- that criticism feels like a STAB IN THE BACK. Our head tells us criticism solves problems, but in our hearts, it feels like PUNISHMENT, because we have been on the receiving end of criticism as punishment. We tell ourselves that PEOPLE ARE FRAGILE and we need to protect feelings -- theirs and ours.

Sources of Criticism

This leads us into a discussion of EXPECTATIONS, the primary source of criticism. For example, how many of you live under the following expectation:

"The athletic director should analyze all situations, anticipate all problems prior to occurrence, have answers for these problems and move swiftly to solve these problems when called upon ..."

If you don't you'll also get criticized. And if you do, you'll also get criticized.

Now to my teaching point:
"The more you do, the better you are at what you do, the more you'll get critizized."

If you want to avoid criticism, keep people's expectations of you low: do nothing, say nothing, be nothing.

Nevertheless, the expectations come -- from all sides. Have you ever felt like the Athletic Director who went off to the city with his son. At first, the father rode the donkey while the son walked. But the crowd asked, "Why does the big strong man ride while that poor boy walks." So the father put the boy on the donkey and he walked. The people asked, "Why does that boy ride while his poor hard-working father has to walk?" So they both got on the donkey. And the critics found fault: what a terrible thing to do to that pitiful donkey -- two people riding. Running out of options, the Athletic Director and his son tried carrying the donkey. They never go to the city. Some days feel like that don't they -- no matter what you do, you can't please.

Have you ever looked at the sources of EXPECTATIONS and CRITICISM in the life of an Athletic Director? These sources of expectations are not too different from those of other professional groups. Let's look at some of the sources of expectations and criticism:

School image ... School administration ... Coaching staff... Other faculty ... Players ... Families of players ... Press ... Community ... Alumnae ... Your own family ... Yourself.

Here you have at least 10 sources of potential criticism stress in your life multiplied by the number of people in each of these categories. There is no way you or I can avoid the potential for criticism in any given day. Yet, we think we can -- by adopting a hazardous attitude: telling ourselves that everytime we take on a project or begin a sports year, we'll perform perfectly. This unrealistic and self-defeating attitude sets us up for hurt feelings, self-doubt, and less risk taking and a lot of stress.

What I'd like to suggest is a more realistic attitude "the 8% principle." Up to eight percent of the people we do business with may not like what we do or don't do. Or they may not like what we do and not tell us. Or they may not like us, no matter what we do. Now, I don't care what percentage you use -- 8, 10, or even 50 percent. What's important is that when it comes to meeting expectations, don't expect a 100 percent perfect match. It just isn't possible, and it sets us up for self criticism and defensiveness -- something that every conscientious and success-oriented person knows first-hand.

Defensiveness

Let me ask you a question that you may feel a little sensitive about: how did you take it the last time you were REAMED, CHEWED OUT, CALLED ON THE CARPET by an irate parent, your own staff, or an administrator? How did that feel to you?

Bart Starr in a CBS half-time film clip during the Thanksgiving Day Detroit-Green Bay Game told how it felt to get criticized by Vince Lombardi in front of team members. It happend once to Starr who told Lombardi that if the coach ever had anything like that to say again he should do it in the privacy of his office.

Nevertheless, Starr must have had a memory lapse late in his final Green Bay season, because here is what a local newspaper quoted:

Starr Indefinitely Suspends Douglass. The Green Bay Packer defense, already universally recognized as the poorest in the National Football League, will go into battle this week without linebacker Mike Douglass, arguably one of the best, if not the best, player on the unit ... On Monday, Douglass walked out of a meeting of the linebackers and skipped an afternoon practice after being criticized by Starr during a team meeting for his performance in last Sunday's 47-41 overtime loss to the Atlanta Falcons ... Douglass apparently strongly voiced his displeasure at what he felt was undeserved criticism ... (Cliff Lewis replaced Douglass and had some comments of his own). "We're all professionals and probably the worst thing that can happen to you as a professional is to have your abilities criticized," Lewis said.

And then Linebacker John Anderson added this clincher: "We're all criticized. That's what coaching is for -- to point out the things you do wrong. It's just a matter of how you take the criticism."

This brings us back to my question a few moments ago,: HOW DID YOU TAKE CRITICISM THE LAST TIME IT CAME TO YOU? How did you feel? At the moment criticism came, what did your body tell you -- your chest, hands, stomach? What did you do or say?

Resentment and apathy -- both are key elements in what we often call "defensiveness." I'm convinced, however, that when we get criticized -- whether it is the boss evaluating us, or a parent complaining, or someone really pounding us -- that we experience three stages of defensiveness.

The first stage is what I call the IMPACT STAGE. It is the moment that we hear a negative message about ourself -- possibly delivered with a combination of hurt and angry feelings. If you were to make a list of what shivered through your mind and body at the moment of criticism, I'd bet there was one or more of the following: fear, caught off guard, embarrassment, shock, sweaty palms, dry mouth, wanted to explain, wanted to hurt back, shaky voice, rapid heartbeat, felt attacked.

Why do we react so intensely? It's because something quite personal and basic to us -- our self-esteem -- is being assaulted -- even when the criticism is valid and meant to be constructive. Think back to when you were last criticized. What was it about? Don't tell me the details because that's not what the criticism was about -- for example, changing the practice schedule or keeping an up-to-date equipment inventory. No, that's not what the criticism was really about -- what did you really feel deep down inside. The criticism cast doubt on your JUDGMENT, your COMPETENCY, your INTEGRITY. This resulted in a flood of feelings we call "defensiveness", such as embarrassment, shock, inadequacy, even guilt.

What can be done about this stage of defensiveness? One thing we cannot do is avoid the feelings. They are there -- so accept that it is OK to hurt and feel badly. Then do the following:

(1) Ask clarifying questions to try to understand the concern behind the criticism.
(2) Stop talking if you feel out of control or catch yourself giving excuses.
(3) Acknowledge truth in the criticism.

The second stage in how we take criticism is the BROODING STAGE. This starts when we dwell on what has happened. If the criticism has stung so deeply that we brood over it, obsess about it, play the tape again and again, then this is a period when we feel sorry for self, resent the critic, feel exhausted and dejected, carry a lead biscuit around in the stomach. In the garden of the spirit grows self-doubt, wavering of confidence, disquieting disease.

This is a painful time with some criticism, but we can't avoid it or hurry it up -- it is a time of grieving for an injured and diminished self esteem. But we can help ourselves.

(1) We can do some therapeutic self-talk: "When God made me, He didn't make junk."
(2) Inspect the criticism to see if it is abusive or problem-solving.
(3) If the criticism was abusive or unjustified, make a point to visit with the critic about it. Never, ever ignore a colleague's disrespect even though he or she may be angry.
(4) Speak with a friend. It can hasten healing of the spirit.

The final stage in handling criticism is the LEARNING STAGE. After a time, even old resentments dim and become less important to us. After a time we are more likely to have a new perspective on the situation and grow from the experience. Criticism, painful to hear and coming at inconvenient times, keeps us on our toes and does not allow us to get too comfortable.

Linebacker John Anderson said, "it is just a matter of how you take criticism." I would add that taking criticism has little to do with: being perfect so it doesn't happen ... laughing it off as unimportant or frivilous .. denying the hurt, even though your guts feel on fire.

On the other hand, "taking criticism" has a more positive side:

(1) Taking criticism (in spite of the pain and inconvenience) is letting other know that you care.

(2) Taking criticism (in spite of the pain and inconvenience) is listening to the concerns, complaints, and problems of others.

(3) Taking criticism (in spite of the pain and inconvenience) is to expect others to treat you with respect.

(4) Taking criticism (in spite of the pain and inconvenience) is looking past the critic's anger to the problem -- seeing in that problem an opportunity.

Remember: If you haven't received any criticism lately, don't be grateful, be suspicious; either you are not doing anything worthwhile or nobody cares.

ORGANIZATION AND DUTIES OF THE ATHLETIC DIRECTOR

Lucille M. Burkett
Director of Athletics
Shaker Heights City Schools
Shaker Heights, Ohio

The success of an athletic program clearly is related to several basic components:

* Purposes and Goals
* Specific and well-defined policies and procedures
* Support of the Superintendent/Head Administator and School Board
* Financial Support
* Satisfactory Facilities
* Program Leadership

The school principal is responsible for the total educational program. It is important to the success of our programs for the principal to provide the leadership which keeps all programs in perspective as to their importance in the total educational program. The areas I've mentioned must be evaluated by the principal, athletic director, coaches, and students so that growth can occur.

The responsibility for the development and implementation of the policies and procedures for the interscholastic athletic program is that of the Director of Athletics, building athletic directors and the coaches assigned to carry them out. The athletic department guidelines include public relations efforts, safety rules, inventory and equipment, communication channels, skill clinics, supervisory responsibilities, records and statistics, etc.

Secondary school athletic programs are committed to student growth and achievement; hence, the leaderships' best efforts are used to accomplish the stated goals and objectives. When students demonstrate an understanding of the goals and demonstrate behaviors which indicate achievement of the goals, these are the best measure of the success of a program. "Good is not a goal in our District - we strive for excellence."

A statement of Students' Rights and Responsibilities should be included within the athletic handbook. The courts have ruled that athletic participation is a privilege rather than a right. It is a privilege for me to work in my district, but as soon as I sign an agreement with the district, I receive certain rights and gain specific responsibilities, so it is with our student players. The athletic department is responsible for establishing guidelines for participation in all sport activities that relate to the school districts' policies and procedures governing students rights and responsibilities as well as the educational objectives.

Each participant should receive from the coach a letter stating the school rules, rules which apply specifically to the sport and the team. The letter should include practice times, contest dates, appropriate attire for travel, the risk statement, medical requirements and insurance information. The letter to the parent/guardian and the student should be accompanied by all the forms requiring the student's and parent/guardian signatures. From this point on, the student and the coach become a team - working together toward the team's overall goals.

Our senior high school program supports 11 sports for men and 8 for women. All contests, practices, uniforms, conditioning programs are conducted in cooperation with the Ohio High School Athletic Association and its rulings.

Our family and youth day - Red Tag Day - permits elementary students and parents to purchase a ticket at $1.00 each if purchased at the elementary school. The parents sponsor a pancake breakfast on this day and all monies go toward the athletic program. Money is made, and the parent and youth involvement is tremendous.

The week before the Red Tag Day game I take the high school cheerleaders to those elementary schools who would like to have a short pep rally. The cheerleaders teach simple cheers and encourage the children to participate. The children get very excited especially where the cheers have movements that they can be at Red Tag Day. Each child receives a little momento such as a ruler which says "A good rule for school - Shaker Sports." Another fun project which involved kindergarten through sixth graders is our mini-marathon. Children commit themselves to finishing a mile (K-2) or 2 miles (3-6). Each child who finishes receives a blue ribbon. High school students, parents and grandparents run with the children or act as course helpers. Central office personnel and elementary principals also help. In total about 150 adults help with this event.

Probably one of the favorite days of our program is grandparents day. Grandparents are invited for specific contests and most often they will have refreshments following the game. They see such activities as synchronized swim show, dance programs and basketball games.

A similar event which bring citizens without children or young adults who attend our schools into our schools is the "Bring your neighbor day." We have found that the students appreciate the opportunity and we have been gratified by the response of community members.

I believe the public relations aspect of our job is the most important. The athletic director's ability to relate to the many publics within the school district will be reflected in the overall recognition the program receives. Our coaches and athletic directors have developed good rapport with the local press and TV, and our teams receive much good publicity.

Much time must be spent with students, parents, press, citizens who are not parents, teachers, and administrators. Contact must be personal and meaningful. Programs must be developed to include all of these groups in some aspect of the program which brings them into the schools for participation enjoyment. Time needs to be spent in going to community activities, and assisting in community projects. "Positive internal and external relations start with one person -- me."

Besides the athletes and the team support personnel, the cheerleaders and the band director and band students need to feel a part of the athletic program. All details for the involvement of these groups and the recognition given must be worked out with their sponsors.

The coaches' well-being and comfort come in second to my mind. Coaches need a lot of TLC. The job responsibilities and expectations are pointed out prior to hiring and are, hopefully, all in place. It is very important to share with coaches the fine comments made by parents, students, the press, etc. Attendance at contests provides many opportunities to see the quality job being done by the coach. Sharing your observations which deserve credit and praise creates the atmosphere for developing a positive working relationship with the staff. It also helps one to realize that you care and are interested in the kind of a job being done. When the time for suggestions for improvement arises, the coach reacts in a more positive manner. And the involvement of coaches in the planning of schedules, purchase of equipment, maintenance, renovation, self-evaluation, awards procedures and presentations can alleviate the feelings of being left out.

The Director of Athletics is responsible for providing interesting and pertinent workshops and seminars which focus upon such subjects as skill acquisition, exercise, physiology, nutrition, CPR, injuries, sport psychology, and the student athlete and his/her socio-psychological needs. Good in-service programs offer opportunities for professional growth. When the coaching staff makes recommendations for program content, there is generally active participation by all. A planning committee made up of volunteers from each coaching level suggests ideas for meetings, suggests speakers and assists in establishing dates for meetings. Our head coaches are responsible for planning meetings for their sport where rules, skills and procedures are established for the current sport season. This helps to bring continuity to the program as well as sharing of ideas, a time to review skills, and a time to deal with specific problems.

The coaching staff has many responsibilities besides the teaching of the skills and strategies which are needed by the team in order to operate in a competent manner on the court or field of play. The coach is looked upon as a role model. He or she can set the pattern for behavior - for study and achievement in school subjects, for parent involvement, in fund raising and participation at contests, for press contacts and releases and for school spirit. The coach is also expected to up-grade his/her knowledge and skill related to his/her sport. This is done by attending sports techniques and sports medicine clinics, and other clinics which will broaden their understanding of working with young adults - sports psychology, psychology of working with teams, nutrition. Professional meetings are paid for from the staff development funds. We often call upon retired staff to speak and share their expertise.

The coaches' philosophy must include the idea that all team members will get to play. In our District, the expectation is that all students on the team will enjoy participating in a contest. This attitude means that all JV, 7th, 8th, and 9th graders, will get to play each contest. A no-cut policy exists in all sports at each level except basketball and baseball.

Another attitude which I believe does not belong solely to coaches, but one which other professionals and the public always say we are responsible for is that of sportsmanship. This behavior concept must be taught and practiced by all adults who meet, live, and work with children and young adults. It is called fair play, it is called honesty and integrity and it is not a way of life for many. To be real and alive, these behaviors cannot survive if they are only judged by officials with whistles. Today the rule interpretations given by many officials obviously create the atmosphere for players on site and spectators to vociferously and overtly disagree.

The behavior of some parents, some players, some coaches, some principals, certainly cannot be labeled as that of being a good sport. How do we expect to gain ground in the area of sportsmanship, if everyone leaves it to the coaches. Coaches, athletic directors, and principals must expect everyone to help with the development of positive behaviors. We might start by encouraging rule changes so that fouls are not rewarded and expected as the only way to win.

And winning is another attitude which deserves our attention. Our competitive society causes winning to be the accepted measurement for success. The losers suffer all kinds of embarrassment, rejection, loss of positions on teams and jobs. Perhaps instead of rewarding the individual winner with so much - cups, certificates, most valuable player award - we might think more of team awards where each member receives the same award. The rewards of play for 99-44/100% must be in terms of personal satisfaction, for the group involvement, for achieving at a high level of skill, for the opportunity to

represent the school, and for the recognition given by parents, coaches and friends.

In summary, the duties of the Director of Athletics are centered around:

* Program, Growth and Development (Evaluation, hiring, established goals and objectives)
* Facilities and Equipment - purchase, care and maintenance
* Finances - control expenditures -- budget, preparing vouchers for payment of equipment and services.
* Program Organization - schedules, officials, security and game personnel, medical procedures, evaluate playing areas, press releases
* Public Relations - coordinates publicity -- attend association meetings, student and parent-coach liaison. Coordinates contests and facilities and represents school at league meetings and all state association meetings.
* Safety - sport rules and regulations for play -- medical exams; insurance coverage; risk statements; equipment specifications and recognized conditioning and rehabilitation programs; safe practice conditions; game rules obeyed; statement of "no use of chemicals."

When the day begins, I say to myself a statement learned from Maslow, Rogers and others, "I will lead when I am able, follow when I can learn from others and get out of the way the rest of the time."

"The conference was a real joy for me and my colleagues from Minnesota; the National Federation staff continues to amaze me with their ability to provide such outstanding experiences year after year. We return to our positions and responsibilities with new knowledge, new interest, and renewed spirit! Thank you for creating the atmosphere and providing the format that makes us all better administrators."

Ron Stolski, Brainerd, MN

"Another Academy Award job!"

Dave Larimer, Hillsboro, OH

ESTABLISHING FAVORABLE RELATIONS WITH THE PUBLIC AND ADMINISTRATION

Dick Karlgaard, Athletic Director
Bismarck Public Schools
Bismarck, North Dakota

In 1963, we spent less than $5,000.00 for 27 junior and senior high coaching positions and subsidized the costs of our five sport high school and three sport junior high programs with $6,000.00. Nowe we spend $330,696.00 for 193 coaching positions and are looking at a $301,498.00 district subsidy for the remainder of our expenses.

We need this kind of budget to adequately develop and support a quality program in 17 high school sports and 10 junior high activities in five schools. Larely as a result of planned efforts to keep an on-going communication with our administration and district patrons, we've been pretty successful in meeting these financial needs.

First, a basic statement of philosophy. It has always been my philosophy that interscholastic athletics are either educational or they're not. If they are not educational, then they have no place in an educational system. But, if they are educational--and we believe that ours are--then they should be supported by general fund monies the same as other parts of the educational enterprise.

Efforts to support that acceptance have always been a major part of what we attempt to do in Bismarck. Efforts need to be focused on articulating the facts about what you're doing, including the number of people that are being served and the type of programs that are serving them. An honest description of what these things are costing should also be included.

The following are some of the means that we use to articulate our program:

1. Weekly Sports Publicity Mailings - These include a complete schedule of our high school activities for the week along with highlights of some of them. Copies go to our local and state media, A.D.'s and opposing coaches, our Board of Education, administration and coaches, and certain selected patrons ofour district. The mailing list for this patrons' group will change every year.

2. Fall and Winter Athletic Programs - These are primarily produced for the purpose of giving our programs greater visibility and are not considered as a source of revenue. Our local Quarterback Club sells the programs at our home contests for a 20% commission and the sales, along with the support of certain patrons, come close to offsetting the total cost. A primary concern in our disposal of these programs is that all athletes and parents get a copy.

3. Weekly Radio Programs - "Coaches Corners."

4. Acceptance of and solicitation for speaking opportunities with community groups.

5. National Activities Week - Special efforts to use that week as a vehicle for public relations.

6. On-going honest sharing with district school board and administration.

"I enjoyed every aspect of the conference and feel strongly that it is both necessary and worthwhile. If we are to move towards a more efficient mode of operation, we must continue to strive towards administrative excellence through conferences such as this one."

Bob Maxey, Columbia, MD

PFS FILE AND REPORT

Paul McLaughlin
Director of Athletics
Countryside High School
Clearwater, Florida

Do you continually have problems with eligibility paperwork, data management, and data reports? How often have you received a call from your state athletic association office informing you of an error on your eligibility list, causing your school to pay a fine? In addition, does your secretary type your athletic rosters and lists over and over again as changes are made? How many times have you heard, "Do I have to type this again?"

I've found the easy solution to these big questions is using a computer. In less than 2 1/2 years of using a computer, it has become the backbone of my office.

The old way of keeping records is to constantly re-alphabitize or re-sort the data, then retype the entire page or pages. The new way is to change the information using PFS File and let your printer do the "re-typing" of the entire document for you.

PFS File is an easy-to-use information management software package that works like a paper filing system, without paper. You can record, retrieve, and review information in a fraction of the time it would take with a conventional filing system. PFS File is designed to work with all kinds of information in a wide variety of applications.

The computer hardware I use consists of an Apple IIe computer with 2 disk drives, a monitor, and an Epson FX-80 printer.

As athletic directors, we've got to keep track of certain information about our coaching staff, athletes, and athletic contests. PFS File is a database software program that allows us to easily keep track of this vital information with a capacity of 1000 "pages" of records per file (disk). This program is completely menu driven, that is, you make a choice from the options displayed on the screen.

To design your file, first you put the computer in "design mode" (choice 1 from the main menu) and then you simply type the item names (i.e., what information and where we want it on the screen). Once you have designed your form the way you want it, you press simple control keys and this form will be permanently stored on your disk.

The rapid retrieval of information is one of the key features of a database program. With PFS File, you do not need to have an exact match to retrieve information from the file. You can be more or less selective--depending on how you fill in the retrieve spec form. For example, you could search your data for anyone with a last name beginning with "THOM", etc. For THOM, the computer would find everyone with a last name of THOMAS, THOMPSON, etc.

One of the key features of computers is that you CAN ENTER DATA IN RANDOM ORDER and the computer program will put the data in the proper order for you.

PFS File is primarily used as a filing system, a place to store your information. Mailing labels are the main printed benefit from PFS File, without using PFS Report. You have the option of printing one or as many copies of your "searched for" data that you want.

PFS Report is used to generate printed reports of data from files created with PFS File. These printed reports will be in column form with headings. You have a maximum capacity of printing nine columns of information. Columns 1 and 2 automatically will be in alphabetical or numeric order. The computer will total columns and also separate information by pages--if you specify such when numbering the columns. You can also change the headings from the field names in your file. The retrieve spec is used exactly the same way as in PFS File.

The benefits to using a computer are as follows:

1. Easy to use.
2. Saves time.
3. Accurate results.

4. Flexible for your needs.
5. Cost effective.'

In my position, I have time to do a better job because I've automated these tasks.

Other uses of my computer include:

Word Processing	Soft drink inventory	Game statistics
Football scouting	Yearbook procedures	Cheerleader tryout
Budget control	Locker list	tabulation
Game contracts	Bus request	

Gary Hendren
Parkway Central High School
Chesterfield, Missouri

Samples of PFS Files

PARKWAY CENTRAL COACHING STAFF

L NAME	F NAME	# & STREET	CITY	ZIP	HOME PH	SPOUSE
AMBROSE	TONY	1309 NUTMEG DR.	ST. CHARLES	63303	441-3421	JUDY
BALL	GENE	738 AUBER RIDGE	MANCHESTER	63011	227-2101	DION
BARDEN	RUSS	2529 BREMERTON RD.	ROCK HILL	63144	968-8179	---

COACHES BY SEASON

L NAME	F NAME	FALL SPORT	WINTER SPORT	SPRING SPORT
DAVIS	JIM	SOCCER	WRESTLING	SOCCER
EICHHORN	DAN			TRACK
GANNON	TIM	TENNIS		BASEBALL

INDIVIDUAL INJURIES

NAME	DATE	INJURY
BIRTWISTLE, ALAN	840814	STRAINED MUSCLES
FLACHBART, LINDA	840817	ANKLE
FLACHSBART, LINDA	840815	WEAK ANKLE
FLASCHBART, LINDA	840816	WEAK ANKLE

INJURY REPORT

DATE	NAME	SPORT	INJURY
840814	BIRTWISTLE, ALAN	SOC	STRAINED MUSCLES
	GOLDBERG, HOWARD	FB	STRAINED LOWER POST. DELTOID
	LIPPEL, JORDAN	FB	STRAINED ELBOW
	SPIELBERG, ANDY	FB	PULLED GROIN, RT. LEG

INVENTORY ITEMS OVER $100

SPORT	ITEM	#	COST	MO	YR
BASEBALL	PITCHING MACHINE	1	1050.00	2	78

BASKETBALL, BOYS	JERSEY - RED	15	300.00	9	84
	JERSEY - WHITE	15	300.00	9	84
	PANT - RED	15	375.00	9	84
	PANTS - WHITE	15	375.00	9	84
	THE LEAPER	1	700.00	11	76
	WARM-UP PANTS	15	600.00	9	84

EQUIP. NEEDING OR BEYOND REPAIR

SPORT	ITEM	MO	YR	COND
TRACK, BOYS	POLE VAULT MATTS			BEYOND REPAIR
VOLLEYBALL	SHORTS		1975	GOOD TO NEEDS REPAIR

PARKWAY CENTRAL SOPH BASKETBALL

L. NAME	F. NAME	BIRTHDATE	DATE EN	#SEM SPT	#CR ER	#CR EN	#SEM SPT
BIERMAN	ED	69/2/9	6/14/84	3	2+	2+	1
BUSCHMANN	JEFF	69/6/11	↓	3	↓	↓	1
COLEMAN	HAROLD	69/7/22	↓	3	↓	↓	1

SOPH BASKETBALL TELEPHONE LIST

L. NAME	F. NAME	STREET ADDRESS	ZIP	PHONE
BIERMAN	ED	14464 CHELLINGTON CT	63017	469-1763
BUSCHMANN	JEFF	12282 WINROCK DR	63141	576-5986
COLEMAN	HAROLD	210 CHANNING	63130	535-9768

VARSITY BASKETBALL ROSTER

HOME JERSEY	F. NAME	L. NAME	POSITION	HEIGHT	WEIGHT
00	MIKE	STRADER	G	5'7"	150
10	DAVE	SILVESTRI	G	6'0"	170
12	DAN	WELCH	G	6'3"	175
14	WENDELL	HAYES	G	5'7"	168

SEPT. VAR FOOTBALL WORKERS

DATE	LAST	FIRST	DUTY	PAID
84/09/08,10	BROWN	CHARLIE	ANNOUNCER	18
	FISCHER	DENISE	GATE	18
	FUCHS	FRED	SCOREKEEPER	18
	SCHUERMANN	MARK	CHAINS	18
	SMITH	PAT	GATE	18
	SODEMANN	BILL	VIDEO TAPE	18
	STRANTZ	ANNETTE	GATE	18
	TRIAL	DON	CHAINS	18

RECENT TROPHY ADDITIONS

SPORT	PLACE	EVENT	YEAR	TYPE
BBBV	3	SUB SOUTH-WEST TOURN	83-4	T
	4	MERAMEC HOLIDAY TOURN	83-4	P

CHEERLEADING - EMPHASIS ON "LEADING"

Dale E. Cox
Athletic Director
La Ville Jr-Sr High School
Lakeville, Indiana

CHEERLEADERS ARE IMPORTANT!! In the winter issue of the "NATIONAL FEDERATION INTERSCHOLASTIC ATHLETIC ADMINISTRATION" publication, it was pointed out that cheerleaders need to concentrate on five basic things:

A. Create an atmosphere of excitement that leads up to game day.

B. Develop an image that wins the crowds' respect.

C. Involve the fans by presenting things that are easy for them to yell.

D. Use the school song at key moments to get the crowd going.

E. Involve as many school groups as possible.

WITHOUT OUR CHEERLEADERS, THE GAME WOULD NOT BE THE SAME!!

Cheerleading seemed to have its beginning in some of the Ivy league schools as they cheered on their teams with simple Rah-rah-rah--sis-boom-bah chants. It has become increasingly more sophisiticated and has reached heights today that involve groups from elementary school through the professional teams. Males as well as the familiar female are playing an increasingly more important role. Drill teams, pom pons, flags, rifles, baton twirlers and various other support groups now join in the excitement.

Cheerleading gives those participants a chance to develop important personal qualities such as neatness, posture, poise, personality, projection, stamina, self-discipline, loyalty, perserverance, tolerance and responsibility. They are given a chance to express themselves. Physical fitness - a healthy, vibrant body is a must! The cheerleader must maintain the lifestyle of the athletes which includes vigorous practice, proper diet, sufficient sleep and a regular exercise program. Teamwork is an absolute essential. Personal desires must take a backseat to what needs to be done for the betterment of the entire squad.

Cheerleaders have always been admired. More than that, they are loved and respected as an integral part of something very special. They must have genuine warmth behind their smiles and voices, a real caring in their supportive roles. Not only are good cheerleaders talented, but they are also willing to give a little extra of themselves.

The spirit of friendship and working hard together for a common goal not only makes for outstanding performance but also builds strong character and a sense of individual responsibility. Pride in contributing to something special, supporting team spirit and maintaining a strong mind and body are essential ingredients for a cheerleader today and a leader tomorrow.

On the court or field the cheerleaders are the link between the spectators and the team. They must convey to the team the message that the fans are 100% behind the team 100% of the time. Off the sidelines, squad members are representatives of the school and help maintain good public relation.

Cheerleaders encourage the school's athletic teams and promote school spirit. They have one job-- to encourage the crowd to support the team. In order to do this, a good cheerleader should develop an approach in their performance that projects a positive attitude to the crowd and sets an example of good sportsmanship. Too often in many of today's cheerleading squads, the attention seems to be focused on "performing" all of the time instead of "leading". Performing has its place, but should not be overdone. The Spectators come to watch the game. A cheerleader must direct the fans toward the support of the team. There are many ways to do this and maintain good sportmanship at the same time.

Use positive cheers and chants -- how many of you have heard crude, tasteless cheers at high school contests? Most of the time, the cheerleaders can stop these by being alert and diverting the attention to a positive cheer. Negative factions must be encouraged to cheer with you instead of independently. Concentrate on useable, yellable chants for the entire crowd.

The best way to excite supporters is to use short, familiar sideline chants. (Hold that line!! -- Block that kick!! -- Hit 'em again, Harder! Harder!) anyone can (and will) yell short repetitive chants, but not everyone will chime in on a long drawn out type of cheer. Nothing is more frustrating to a cheerleader than to find no one is following what they are doing. Many times this is due to them "performing" instead of "leading". Every type of cheer and chant should have a definite purpose to the total scope of cheering and leading a crowd. A cheerleader must be aware of the game action and cheer accordingly. It is extremely embarrassing and just plain poor to be screaming "Hold that line!!" when your team is on the one-yard line and has possession of the ball!! It is important that all cheerleaders understand the game. The rules and signals of the sport-for which they are cheering. They cannot expect to lead the crowd successfully if they don't know what is happening. Cheers must be presented to the entire crowd. Too many times the cheerleaders are glued to a certain spot. Move around and even if the situation warrants, go into the crowd to get them involved.

Crowd control involves many ideas already mentioned. A display of poor sportsmanship receives more publicity and is remembered longer than a display of good sportsmanship. Both will be remembered longer than the score of the game. Many schools have found that a bad reputation made in a few short seconds takes many years to live down. Cheerleaders can be invaluable in helping to control the crowd. It is not their sole responsibility; however, with proper planning unpleasant incidents can be avoided.

Cheerleaders must be positive -- don't use cheers and chants that will create friction between factions in the crowd. Don't let the crowd make catcalls, boo or create other noise at inappropriate times. Signaling by a wave-off sign by the cheerleader will usually quite down the offenders. Respect for officials' and referees' decisions is a must!!

Finally, there needs to be a philosophy for cheerleading that includes the following elements:

1. Desire - All cheerleaders must want to be the best. This must be the motivating force for the entire group.

2. Determination - Only those that perservere can expect to excel and succeed in whatever they try.

3. Image - The school should expect the cheerleaders to be good examples for all.

4. Unity - There must be a bond of friendship between all those involved that increases pride in themselves and their school.

5. Spirit - This is more than just an outward show of enthusiasm -- it is what your are inside.

In conclusion, the true cheerleader is one who is willing to take a risk, put themselves on the line for public appraisal rather than to stay in the background. The two words - Cheer and Leader - combine to produce that dynamic bundle of energy that we all know as the Cheerleader!!

A great leader does not say - "Follow Me" - rather, "Come On -- Let's Go!

"As usual, an excellent job in promoting commradery as well as providing a great learning experience."

Jerry Foldenauer, Dillingham, AK

"The National Federation's Athletic Administrator Conference is the most outstanding conference/clinic/in-service program that I've attended in my twenty-five years in education."

Hal King, Northfield, MN

GETTING CHEERLEADERS BACK TO CHEERLEADING - OR HAVE THEY EVER STOPPED?

Benny Pearce
Athletic Director
Cumberland County Schools
Fayetteville, North Carolina

During the last ten years, I have heard many athletic directors say that student and adult spectators do not get as actively involved in cheering at games as they did in the "Good Old Days." Perhaps many of you can remember packed gymnasiums and football stadiums with the spectators cheering on key under the direction of the cheerleaders. The crowd was "electrified" and the arena or stadium was alive with school spirit.

Has this spirit left us and if it has, is it the result of negative actions on the part of cheerleaders? Many of you may say that it has and it was the result of a decline in the actions of cheerleaders. I want to share with you some of the aspects of cheerleading in North Carolina and more specifically cumberland county.

The first order of business in any successful program is to establish an appropriate philosophy about the program. The cumberland county school system operated with a very loose knit philosophy of cheerleading and each of the six high schools was an entity unto itself. An injury occurred to a cheerleader of one of the schools during a basketball game while performing a pyramid and this called attention to our cheerleading program. Our school administration formed a committee of myself and the directors of the cheerleading program to evaluate what our program was doing. The committee's objective was to establish a set of rules under which to operate the program. I might add, the superintendent banned any further participation on pyramids until the committee formulated the rules for approval. The committee's first priority was to write a philosophy of cheerleading. The result was:

"Cheerleaders act as liaisons for the team, coaches, officials, and the audience. Their primary function at an athletic contest is to stimulate and control crowd response. They are cheerleaders and their job is to lead the crowd in cheers. The cheerleaders gestures should be synchronized, pleasing to watch and easy to follow."

Once the philosophy was established, the next step was to look closely at the personnel directing the program. It was discovered that the persons in charge of the program were in the position because of a personal interest in cheerleading. Most were not paid, but were volunteers. Our school unit took immediate action to ensure that a salary schedule was developed for the personnel directing the cheerleading program. They were also designated as a part of the total athletic staff. It was agreed their title should be coach (They had been called sponsors).

Our next goal was to establish some additional guidelines governing the cheerleading program. Our other sports activities have National Federation rules, but for cheerleading very little was available. Many areas were examined including selection of cheerleaders, size of squad, transportation, cheerleader camps, academics, etc. The committee came up with rules for our system with a slightly different set of guidelines developed for our junior high schools.

A major concern in writing the rules was to improve safety and to reduce the possibility of injuries to cheerleaders with emphasis on how the pyramids were to be regulated. The committee discussed and looked at pictures of different formations. After careful study, the committee thought pyramids that were three persons high with two "spotters" for the top person could be utilized safely. Other safety related rules were included regarding stunts or gymnastics. The news media was keenly interested in our guidelines and some controversy was generated in regards to calling cheerleading a sport. The same thing happened last summer when the guidelines of the North Carolina State Department of Public Instruction were introduced.

Webster's New World Dictionary defines sport "as any activity that gives enjoyment or recreation or such an activity requiring more or less vigorous bodily exertion and carried on according to some traditional form or set of rules." Cheerleading obviously meets the first part of the definition, but until a single set of rules are established to "play by," it cannot be classified as a sport.

During a period of about one year, several injuries had occurred across the state of North Carolina. The North Carolina State Department of Public Instruction has a Sports Medicine Advisory Council made up of medical doctors, athletic trainers, coaches, and administrators. This council appointed a sub-committee to examine the cheerleading program in North Carolina and to make some recommendations in this regard. The sub-committee was composed of medical doctors, athletic directors, and a physical therapist who had also been an excellent college cheerleader. The guidelines were written and approved by the Sports Medicine Advisory Council to be distributed to all the secondary schools in North Carolina. They were written as guidelines with no penalty for non-compliance. However, a doctor on the council noted that if an athletic administrator allowed his cheerleaders to operate outside the guidelines and an injury did occur, then a lawsuit charging negligence could result.

I believe that actions that would help cheerleading nationally would be for the National Federation to formulate a "rule book" for cheerleading and to develop a separate organization for cheerleading coaches similar to what has been done for the athletic directors, coaches, and officials. Positive direction could be given to the program from a national perspective.

Are cheerleaders cheering or are they performance oriented? The cheerleaders in cumberland county are both and we feel good about our program. The cheerleaders are much more talented and sophisticated than a few years ago. We will continue to evaluate our program and to strive for excellence as we do in all our sports programs.

The safety guidelines established were:

1. The primary function of a cheerleading squad should be to promote school spirit at athletic or athletic-sponsored events. Cheers, chants, and dance routines may be utilized to generate favorable crowd support for a team.

2. All cheers, chants, dances, or spirit raising activities should be well planned, practiced, and organized to promote a controlled crowd response which supports the school team. Negative or derogatory gestures or language directed toward an opponent should be avoided.

3. All squads should be supervised by a cheerleading coach during all practices and performances.

4. Cheerleading coaches should have a background in cheerleading, dance choreography, and/or gymnastics, and should be knowledgeable in proper cheerleading techniques and safety procedures. Coaches should caoch only within his or her level of expertise.

5. Cheerleaders should travel together and use transportation which has been provided by the school administration.

6. All routines, pyramids, stunts, and gymnastics should be practiced to perfection at practice sessions prior to actual performance.

7. Cheerleaders should be familiar with the environmental conditions and playing surfaces for which stunts, pyramids, and routines will be used.

8. Pyramids and partner stunts may be a part of the squads' routine, provided the following safety precautions are taken:

   a. No pyramid or stunt formation is to be higher than the equivalent of two standing levels or three kneeling levels.

   b. No roll-offs, flips, or somersaults off pyramids or stunts.

   c. No knee drops or tension drop stunts off pyramids.

   d. No collapsing pyramids or stunts.

   e. Spotters should be present throughout the mounting, result, and dismounting stages of pyramids and stunts.

9. Acceptable gymnastic maneuvers should be limited to forward and backward walk-overs, splits, round-offs, cartwheels, handsprings, handstands, and front or back somersaults.

10. Mini tramp, springboard, and similar equipment are barred.

11. Dangling jewelry should not be worn during practices or performances.

12. Appropriate footwear should be worn, including rubber soled, low heel shoes which offer adequate support and can absorb the forces caused by jumping and cheering.

13. Cheerleaders should have access to the school athletic trainer and team physician, if available.

14. Cheerleaders should have a medical examination prior to participating on a squad. Any known medical condition which might interfere with active participation should be recorded. (Example: asthma, heart condition, epilepsy, diabetes, etc.).

15. A cheerleader who misses a practice at which a pyramid, stunt, or gymnastics maneuver was mastered should not perform any of those maneuvers at the next performance.

"One of the strongest points of this year's conference was the Wisconsin Committee's attention to little details and their hospitality."
Alan Mallanda, Corning, NY

"I thought this year's conference was outstanding in every aspect. The National Federation and the Wisconsin Athletic Directors Association did a great job of complete organization of all areas of the conference."
Lindy Callahan, Gulfport, MS

EVALUATING THE COACH

Harvey Greer
Director of Activities
Blue Valley High School
Stanley, Kansas

Every coach in every sport at Blue Valley High School is evaluated. Our evaluation process, like most evaluation procedures, is relatively simple but, I believe, the key to a successful evaluation lies in how the procedure is administered.

We do not consider the evaluation process to simply consist of a season-end meeting with the coach during which we discuss his/her performance--that is only the culminating activity to a season of constant evaluation.

The key to any evaluation process is communicating expectations. The coach needs to have an understanding of the administration's expectations if he is to understand the evaluation process. It is my job to be certain each coach clearly understands what I expect of him/her. At Blue Valley this communication is covered through four methods:

1) THE PRE-SEASON MEETING. Prior to the start of every season I meet with all the coaches who will be coaching during that season. In that meeting, I review with them my expectations. The coaches understand that while they may not necessarily agree with everything I evaluate their effectiveness. It is my responsibility to do an excellent job of communicating at this meeting.

I have recently completed our pre-season meeting with the winter sports' coaches. In the list which follows are some of the topics which I covered and detailed the administration's expectations: physical exam forms (legality, necessity of, etc.), insurance details;

handling of keys; transportation (legalities, policies, etc.); team rules (in writing, parent and athlete signs off, etc.); communication with parents, teachers, athletes, and administrators; facility usage; relationship with cheerleaders and cheerleader sponsors; use of video tape as a teaching tool; notifying me immediately of any problems with facilities, uniforms, or supplies; significance of socializing with the faculty; eligibility responsibilities; be a "teacher" rather than a "cheerleader"; game time responsibilities; being a good host; teach sportsmanship; proper methods of handling team and/or individual discipline situations; the importance of having fun during the season.

This meeting was conducted in slightly less than one hour and twenty minutes. I think the coaches enjoyed it--at least I didn't hear them complaining--because we cover subjects which are so important to the success of their careers.

2) The second method of communicating expectations to the coaches is through the "Activity/Athletic Handbook For Coaches and Sponsors". For me, with one exception, this is not a particularly strong technique of communicating expectations to the coaches because I doubt if they take the time to read it. I think this is true of most handbooks.

However, I do place particular emphasis on our philosophy statement. Our original philosophy statement was really not a joint effort of the school administration and the coaching staff. As a result of some differences with a few members of our community, the coaching staff and the administration made a strong effort to develop a philosophy statement which clearly expresses the philosophy of our athletic department. We now have such a document. It is important each coach be aware of this philosophy.

3) Undoubtedly, the best technique for clearly expressing the expectations of the administration is through individual meetings with the coaches. During the season I generally talk with the head coach on a daily basis. This may particularly occur if I feel my presence is intimidating the coach and decreasing his/her effectiveness. Because of the realities of pressure demands, etc., I generally talk to the head coaches of the other sports on a much more random basis. An exception to this is the coach who is having problems. With that coach I will meet on almost a daily basis until we can successfully resolve the problem.

I do not attend a great many practice sessions of any particular sport unless I feel the coach is very comfortable with my presence or the coach is having a problem. I do attend a substantial number of games because, in my opinion, you can very quickly determine from game situations as to what is occurring within that program.

4) At the coaches request we stage monthly coaches meetings. Originally, I was not particularly supportive of this suggestion as I felt I met with the coaches enough on an individual basis to not warrant more general meetings. However, I was wrong and these meetings have proven to be of great value for the following reasons: a) it gives the coaches of all sports as well as our activity sponsors the opportunity to socialize; b) it gives me the opportunity to address common problems and, again, to communicate expectations; c) perhaps most importantly, it

gives our coaches an opportunity to communicate their ideas to their fellow coaches. It is important to emphasize the "guest speakers" at these meetings are members of our own coaching staff.

THE EVALUATION INSTRUMENT

The evaluation instrument which we use at Blue Valley High School for every individual coach is a relatively simple device but, at this point, its effectivess is entirely dependent upon the work which has preceded its introduction to the coaching staff. The use of this specific instrument now involves the four steps;

1) It is our policy, with the exception of the Spring sports season, to wait a minimum of four weeks after the completion of the sports season before we give this instrument to the involved coaches. It is my opinion that by delaying the final evaluation procedure I allow myself, as well as the coaches, to develop a better perspective of the just completed season. The coaches are also informed this document will not become a part of their permanent personnel record.

2) Each individual coach is requested to fill in the instrument in the form of a self-evaluation. The coaches are encouraged to be as realistic as possible. The coaches are asked to give particular attention to the section which asks them for the area in which they need to have professional improvement. It is generally at this point in reviewing the self-evaluation that I can determine if either myself or the head coach has done a good job of communicating throughout the season. Hopefully, the coach will indicate in this area the same area of improvement the administration is seeking for that coach.

3) Once all of these forms have been completed, I then meet with the head coach and we review the self-evaluations of each of his/her assistant coaches. We indicate on the evaluation form any exceptions we take to the self-evaluation by the assistant coach.

It is at this meeting I also review the self-evaluation of the head coach. The ideal situation, of course, is for me to be in complete agreement with the self-evaluation form. Generally, this does not happen. Luckily for me, for the most part I will evaluate our coaches higher than they evaluate themselves. However, there are always those instances in which I may ask the head coach to seek specific improvement in areas other than ones he/she indicated. In those situations, I will ask the coach to develop specific goals to remedy those problem areas, then put them in written form. My experience has been that if I have done my job properly throughout the season, the coach will respond in a positive manner.

4) The final step is for the head coach to meet individually with his/her assistant coaches and to explain the reviewed self-evaluation (as reviewed by myself and the head coach). I think it is extremely important for the head coach to be actively involved in the evalution of his/her assistants. The assistant coach always has the privilege of meeting with me concerning the results of that review.

EVALUATING THE ATHLETIC DIRECTOR

It is our belief the leadership and the entire program at Blue Valley High School should be critically reviewed every year. For that reason, the

coaches are given the opportunity at the end of the school year to evaluate me (the athletic director) and the overall program. This is done in very simple and productive manner.

Each coach is given a form which contains 5 questions: 1) What are the areas in which I do my job well? 2) What are the areas in which I need to improve? 3) What are the strongest aspects of our athletic program? 4) What are the weakest areas of our athletic program? 5) What suggestions do you have for strengthening our athletic program? Instructions on the form indicate the coach does not need to sign the form. Completed forms are given to a neutral party (generally a non-coach staff memeber) and then presented to me.

This has proven to be a worthwhile experience as every year suggestions for improvement have helped our program.

Blue Valley High School takes genuine pride in the quality of our coaching staff. It is hoped that through this evaluation process the quality of our coaches and their programs is improved.

"Spouse activities were excellent, well planned, interesting and fun. I had a great time. Thank you. I loved the favors."

Mary Arden Harris, Charlotte, NC

"The strongest points were the exhibit hall and the guest speakers. The National Federation staff do an excellent job of putting on a first class program at a very affordable cost."

Ralph Ramsey, Englewood, OH

COACHES EVALUATION

Bill Watt
Athletic Director
Tigard School District
Tigard, Oregon

I have come to believe that evaluation is one of the most important things I do. Let me give you a little background. Nine or ten years ago I was masquarading as a football coach. There was really an A.D. hidden in there but I didn't know that then. After a football season, the principal of the school called me in and said, "Bill, after evaluating your 0-9 football season, I've come to the conclusion that you'd make a hell of a A.D." Well, I became an athletic director and it didn't take me long to discover a couple of things. One was, there weren't a lot of people that could tell me what an A.D. does. You know if you have ever been to a party and introduced yourself as "Bill Watt, Athletic Director" they just give you that blank stare and a little while later come up with "yes, but what is it you do?" The second thing was that I was constantly busy doing things. I had no time for much of anything else and no off-season to recoup or recharge the batteries.

It was in this rather hectic readjustment time of my life that the principal called me in said he would like me to evaluate all of the coaching staff. Needless to say,this threw me in a panic - I hardly had time to say "thanks" to the coaches at the end of the season much less get into a sophisticated evaluation process. I had two problems - one was a time problem and the

second was a why problem. If I was going to evaluate, why did I want to, what was I, and more importantly the athletic program, going to get out of it?

I am not here to talk about time management or the whys of evaluation - my major topic is the mechanics of our evaluation process. But I want to mention a few things that might be helpful to you. In looking at myself at that time I found I wasn't in a position of leadership. I was a gopher, a servant and there just wasn't enough of me to go around. I had to redefine my role as Athletic Director at Tigard High School and find out what was important to me. I wanted to help Tigard High School become the best athletic program in the State of Oregon. It seemed to me that evaluation could help me get there. Evaluation makes better coaches, better coaches make better sport programs, better sport programs make better better athletic programs. But where was the time going to come from?

Well, with a lot of reading, coming to the National Athletic Directors conferences and talking with other athletic directors I found that there was a great deal that I was doing that really didn't matter. There was also a great deal that I was doing that someone else could do as well, or better. And, there was another list of things that I was doing that could be delayed to another time.

I sat down and forced myself to carve out the time to set in motion our evaluation process. The time it takes is this - approximately 15 minutes at the start of the season to explain the goal-setting procedure. On the average, 20 minutes a week to meet with each coach on a whole shopping list of things that come up through the course of the season, or take that 20 minutes to visit their practice. Next, it takes about one-half hour at the end of each season to write the evaluation and another 15 minutes to visit with the coach during his post-season conference with the athletic directors.

When you multiply this by the number of coaches on your staff, I realize it represents a significant amount of your time. I suggest that if the amount of time involved for each evaluation times the amount of coaches you have is impossible, then evaluate your coaches on an every other year, or every third year basis. I think it is more important that you do the evaluations less often and do them well than to evaluate everybody every year and not do a thorough job of it.

In looking at a variety of different evaluation processes from a number of different schools, and also examining my past experience in being evaluated, I discovered a number of things that I didn't want to do: I didn't want to grade the coaches. I wasn't interested in whether a coach was a ten, or a seven, or a five, or a two; I wasn't interested in one coach ranking higher than another coach. I also wasn't interested in going back over the season and dredging up every negative experience that we went through. I wasn't interested in an evaluation process that would be very wordy, very intellectual and would be filed in the personnel file to be very quickly forgotten.

I was interested in <u>rewarding</u> the coaches. I thought this would be a great end-of-the-season way to say "thanks for a job well done". I was interested in them becoming better coaches, so I thought this would be a good vehicle to set targets or goals for self-improvement. In addition, I was obviously interested in whether or not they they were doing an acceptable job in a number of areas relative to their job description. So those three things set the basis for our current process of evaluation - reward, targets and marking their performance as acceptable or not.

I would like to mention one more thing about coaches. I don't believe ninety percent of our coaches are in the game for the money. I know they will talk about it a great deal and battle you for every nickel when it comes to salary negotiation time, but most of them are in it for a number of other

things. I think they are in it for prestige. I think they are in it for their own ego, self satisfaction of a job well done. I think they are in it because they love kids, because they want to work with kids and see them grow. I think they like athletics, the challenge of competition. And, I think we as athletic directors can use the evaluation process to enhance these reasons for being in athletics to make them a happier more productive coach.

There is one last thing that I should mention about the evaluation process. That is that it does allow us a paper trail if there is a coach in our program who does not meet acceptable standards and we feel should not be coaching our youngsters. It is negative, but a very necessary aspect of the process for dismissing a coach.

I would like to talk next about some of the mechanics of how we operate the evaluation program. We meet three times a year with our total staff. We used to meet monthly, but found that was a little much for all of us. We meet weekly with each coach during their season. We have a pre-season, post-season kind of shopping list of things that we discuss with the coaches at this time. I can't say enough about setting up a weekly meeting with your in-season coaches. It not only helps you with the day-to-day operation of your athletic programs, but sets a very solid base for your evaluation program. I found that having this shopping list of things to discuss is also extremely important to me. You have to know what you want out of the coaches besides their win/loss record and these lists help me to define those things. We set our goals as part of our pre-season conference, and we evaluate them as part of our end-of-season conference. This way the goals and evaluation become a natural part of the total operation of the program. It doesn't become anything more than it should be. I know when I used to call coaches in for their evaluation, it became a very strained and stressfull process.

I have just three things to say about setting their goals. You need to give them examples of proper goals so they can be specific, keep it simple and keep it measureable. The biggest problem I have is coaches coming to me with grand, laborate goals that sound good, but are goals that you can't monitor and certainly can't measure. As far as the mechanics or writing an evaluation, I found it more successful to be similar to the goals. That is, be specific, keep it simple and make sure it is measureable. I think an important addition to any evaluation is that you list the things they did. It is important for people to know that other people know and understand what they have accomplished. Don't be afraid to praise the coaches. It really won't come back to haunt you. One of the things I found most difficult at first was knowing what to write particularly after you have evaluated the same coach year after year. It becomes difficult to know what to focus in on. One of the things I have picked up from a seminar was a piece of information that general telephone uses for their employee. It is called KSA, which is Knowledge, Skill, and Ability. I found it helpful to break the areas that I was evaluating an individual on into his knowledge, skill and ability and I could write on any of those three areas. Knowledge is the foundation in which skills and abilities are built. It's an organized body of information. Skill is proficiency. It is the manual, verbal or mental manipulation of people, ideas, or things. An ability is their present power to perform a job function.

So, taking the first item on our evaluation criteria for coaches, which is administration and #1 is equipment issue - rather than saying he did a good job of equipment issue, you can analyze his particular ability in the area of knowledge that is, does he have the basic organized body of knowledge to do a good job of equipment issue. Skill-meaning does he have the manual, verbal, or mental ability to handle the equipment issue. Or, ability - does he have the present power to perform in the area of equipment issue. This allows me to attack each of the areas of evaluation a bit more specifically each time I write about the individual.

Another thing I would like to suggest in the area of writing your evaluations is to avoid what makes you angry. Concentrate on what is best for kids, what is best for the coach, or what is best for the program. This is not a document to vent your frustrations. It is not a place for you to store up and then unload. It really doesn't matter that in the second game of the year he went for a first down on his twenty yard line rather than punt. I know those kinds of things tend to stay with you, but it is much more profitable not to involve them in the evaluation process. Handle them at the particular time they happened and then forget them. It is much more profitable, as it is in handling your own children, to not react to what makes you angry or what embarrasses you or they do something you wouldn't do, but to make your decisions on what evaluation is based on what is best for them.

Also, don't get hung up on language. If a particular statement is written in some way that is a bit offensive to a coach, don't be afraid to change it. As long as it says the same thing, if it is less offensive to him, there is really no need in arguing over the way something is written. Again, I want to repeat - keep it simple. If nothing else, list his accomplishments for the year. Although they might not be earth-shaking to you, they are things that the individual did and I am sure takes pride in. It gives them a great deal of satisfaction to see them in writing. I can't say enough about the power of the written word. It is like the difference in saying thanks to someone in passing and taking the time to write them a thank you note. It is much more significant. I am sure you have had the experience of having to reprimand a coach. If you bring a coach in and reprimand him over a situation, it may or may not have any particular impact on his future performance. However, if you write a letter of reprimand with a copy to the principal, superintendent, or personnel file, I can guarantee you are going to have a significant impact on his future performance. The written word is a very powerful thing.

The way our process works is that the District Athletic Director evaluates the Building Athletic Directors, who in turn evaluate the head coaches and the head coaches evaluate their assistants. At the junior high level, the district athletic director evaluates the junior high athletic director who evaluates the ninth grade head coach, the ninth grade head coach then evaluates all of the ninth grade assistants plus the 8th grade head coach and assistants and the 7th grade head coach and assistants. We have a long form and a short form. The district athletic directors, building athletic directors and head coaches are all evaluated with the long form. All assistant coaches are evaluated with the short form.

A non-graded type of evaluation program that we prefer does the following things: It marks whether or not a coach met an acceptable level of performance in various criteria that we've chosen and allows us to set up targets for the following year in those areas. Secondly it allows us to reward the coach being evaluated by identifying specifically things that they did during the course of the season and, thirdly and perhaps most importantly, it allows us to take a very close look at the direction our program and people are going, and forces us to analyze and set the direction we want it to go.

In conclusion, I'd like to say that you and your performance are only as good as the coaching staff under your direction. The evaluation process forces you to get to know each and every one of these coaches, what they are doing and the direction their programs are going. The biggest problem in evaluation is time - finding the time to do the job properly. But it is time well spent because you get a better coach. You get a better program. And, I might add that you have some way to handle those wolves that seemingly are always at our door trying to get us to change our direction or our program or our coaching staff.

"The Sunday computer workshop was an excellent addition to the conference."
Earl Belcher, Indianapolis, IN

PARTICIPATION FORMS AND RISK WARNINGS

Bruce Whitehead
Director of Athletics
Crawfordsville High School
Crawfordsville, Indiana

I come before you with no pretense of having absolute answers to questions or absolute solutions to problems.

The area of liability, risk warnings, and participation forms has occupied a great portion of my thinking time over the past year. I believe it is an area of interscholastic athletics which we as athletic administrators must fully address immediately if interscholastic athletics as we know it is to survive. I want to share with you some thoughts I have gathered from many sources about (a) what has brought interscholastic athletics to the place it is today, (b) what litigation problems are on the horizon for interscholastic athletics, and (c) what we can do to combat these problems.

A number of years ago athletics was attacked in the courts because of unsafe facilities or unsafe equipment. Lawsuits were being filed and financial settlements being gained. Very rapidly, equipment and facilities were upgraded to the expectations the courts were setting. The point of attack for lawsuits had to be shifted. Suddenly it was negligence in the supervision of the athlete that was being attacked. In many cases this was not enough, so lawsuits began attacking other areas. Today suits are being filed because of:

(1) Failure to provide competent officials.

(2) Failure to provide adequately trained and informed coaches.

(3) Failure to provide proper and adequate rules for coaching and training of athletes.

(4) Failure of coaches to properly instruct athletes.

(5) Failure of coaches and administrators to warn athletes and parents about the obvious and inherent dangers of injuries in athletics including catastrophic injuries.

(6) Failure to deal with or treat injuries properly.

The Seattle decision, among others, has made it very clear we do not have to be negligent in the case of catastrophic injury for a litigation against us to be successful. Preventive measures can be productive and although we cannot guarantee against injury or litigation, attention to these critical areas can certainly help reduce the risks. If attention is to be directed to these six or other special areas of concern in your school, the initiative must come from your office.

Hiring competent officials must be handled strictly from your office. There is no room in athletics today for officals who are not competent. If your state is like Indiana, you are required to hire licensed officials, but that doesn't make them competent. Hire officials that you know will keep complete control of the contest. If your state is experiencing a shortage of officials, don't use that as an excuse to employ an official who is incapable of officiating a competent game or who will not exercise complete control of the game. It is a disservice to your coaches, your athletes, and to the incompetent official if you employ him or her.

Don't permit your coaches to employ the officials for their sport. In many cases, a coach will want officials hired according to the type of game the coach would like officiated. Officials cannot be employed on any basis except the consideraton of "CAN THE OFFICIAL COMPETENTLY OFFICIATE AND CONTROL THE GAME? WITH THE OFFICIAL'S EMPLOYMENT, WILL ALL RULES OF THE GAME BE ADHERED TO AND DISCIPLINED WHENEVER VIOLATED?" It is your job to see that the officials you employ do this.

Just as hiring competent officials is your job, it is also your job to hire competent, well trained and informed coaches. Do not give the coaching assignment to someone on your staff just because that person is willing to help out and you do not want to hire an emergency coach. You must searchout the most qualified person for the job. In Indiana, we have always been encouraged by the State Association to use staff personnel only for coaching positions. Recently, however, state approval of emergency coaches has become more routine. It is becoming very obvious even to our State Association that we must employ the most capable people available for our coaching positions.

Once you have employed qualified, competent coaches, it is imperative these coaches be well informed on the rules for their particular sport. They must know proper training techniques for athletes. The primary responsibility for coaches being informed in these areas must rest with the coaches themeselves, however, the athletic administrator must assume the ultimate responsibility for the knowledge of the coaches on his or her staff. If your State Association conducts rules meetings, require your coaches to attend. Encourage each coach to attend at least one clinic each year. You must keep abreast of the latest published information in the above mentioned areas and inform your coaches. Most coaches will not take time to keep themselves informed unless the direction to do so comes from your office. Hold regular staff meetings updating and informing coaches of the latest training methods of which you are aware. Give written communications to your staff on any issue on which they need to be aware. Written, not verbal, communication is necessary because wirtten communication can easily be documented. Documentation is a must for the athletic administrator today. Keep a log sheet of all communications which you have with members of your staff. The log may be necessary in a courtroom to verify that you or a member of your staff were not negligent because you indeed were aware and knowledgeable.

Informing your coaches is only the beginning. You must be continually conscious of coaches properly instructing their athletes. This is a vital area. Let's look at some questions which every athletic administrator should ask himself.

(1) Do all of your coaches teach safe drills in an organized and progressive manner?

Practice should be organized so that the difficulty of the drills progresses throughout the practive. Drill names should not be designed to emphasize the difficulty of the drill. How would a jury react in a litigation case when an athlete indicates the drill he was engaged in at the time of his injury was called "THE KILLER DRILL" by the coach?

(2) Do all of your coaches teach correct and proper techniques in their given sport?

Football players must be taught the proper method of tackling and being tackled in order to prevent head and neck injuries. Wrestlers must be taught the proper method of being taken down in order to avoid injuries. The track hurdler must be taught the proper method of hurdling in order to minimize the risk of

injury. Weight-lifters need to be instructed on the proper techniques of lifting the weights.

(3) Do all of your coaches observe and teach all rules and proper safety procedures for their sport at all times and discipline the athlete when these rules or procedures are not adhered to? How would a jury react in a litigation case when an athlete indicated he was injured in a drill where the coach was try-to teach blocking below the waist?

(4) Do all of your coaches continually inform athletes of proper training techniques including dieting and care of the physical body? How would a jury react in a litigation case when an athlete indicated he was hospitalized because of complications from trying to lose weight which the wrestling coach instructed him to lose.

Our wrestling coach has a meeting at the beginning of the season with the athletes and the parents. At this meeting, the coach as a nutrition specialist speak about nutrition, dieting, and weight loss.

In addition to coaches dealing with these issues properly, I would suggest all of your head coaches meet at the beginning of the season with the parents of the athletes in his or her respective sport. It is imperative that the parents and athletes are aware of the risk of participation in the particular sport. They should be warned about specific injuries an athlete could receive in the given sport. The coaches should provide written material to the athlete and parents about health and physical conditioning of the athlete. The coach should provide written material to the athlete regarding proper techniques to be used while participating in the sport. Subtle and evasive instructions and warnings will only serve to intensify potential problems. It is imperative that athletes and their parents know the details of the risk of participation in a given sport and the methods of reducing those risks.

Coaches must become record keepers. Coaches should keep daily written practice schedules which will document what correct techniques and drills were taught in practice every day.

A final requirement for head coaches would be to develop a code of conduct form for the parent, the athlete, and the coach to sign. This form might also include a paragraph warning of possible injury in that sport.

I would like to address the role of the athletic administrator in the most pressing issue - "FAILURE TO WARN." Parents and athletes must be made aware of the possibility of permanent disability while participating in athletics. A meeting should be held through your office for all parents of athletes. At such a meeting, the parents must be warned. One method of warning is through a prepared movie or videotape. There are a number of tapes available. In Indiana, our State Association has made available to member schools the movie "WARNING, IT COULD HAPPEN TO YOU." A parental consent form must then be developed for the parents and the athlete to sign. This form may include numerous items, but one item it must contain is a paragraph very simply written which has the parents and athlete acknowledge they have been informed and warned about the inherent danges of participating in athletics. This paragraph should include a warning for castastrophic injury and even death.

Lastly, is the issue of injuries to the athlete. As an athletic administrator, you need to develop general safety guidelines and procedures for each sport. This should include developing a safety manual outlining general safety procedures including first aid procedures and a plan of action in the case of a life threatening injury. As an athletic admin-

istrator, you should have a standard accident report form to be filled out by the head coach when an injury occurs in his or her sport. Our State Association is asking all schools in Indiana to fill out an accident report form for any injury which causes an athlete to miss at least one contest.

As an athletic administrator, you must know your athletic insurance coverage. Be able to tell parents of athletes what coverage they can expect from the athletic department.

Finally, there should be on file in your office an Emergency Medical Information form for each athlete. This form should contain medical information on the athlete as well as consent from the parent to treat the athlete should the need arise and the parents would not be available. A copy of this form should be given to each head coach for every athlete on that coach's team.

The procedures I have mentioned will certainly place increased time demands on both the athletic administrator and the coach, and they will add cost to your athletic program. But these measures have become imperative because the courts today are saying the possibility of injury is no longer self evident. The court is removing from people any responsibility or common sense for their actions.

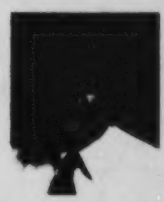
In closing, let me reflect on a positive aspect of all of this. Attention to these issues will imporve your athletic program and eliminate many potential problems which could lead to litigation. These recommendations certainly are no guarantee agains injury or litigation, however, attention to all of these areas will certainly reduce the risks.

"Conference far exceeded my expectations. I feel recharged and full of new ideas."

Jane Bennett, Ann Arbor, MI

"The pub crawl was a tremendous idea. Hats off to the Milwaukee citizenry and to the Wisconsin State delegation."

Kris Glintborg, Springfield, IL



NON-CERTIFIED COACHES

Larry Pence
Athletic Director
Turner Ashby High School
Dayton, Virginia

The basis for my presentation is a position paper endorsed by the Virginia State High School Athletic Directors Association (VSHSADA) co-authored by John Youngblood and myself. The paraprofessional coach term will be used throughout this presentation on an interchangeable basis with the terms volunteer or non-teaching coach. How did I become involved in a situation that currently employs more coaches from non-teaching positions than from teaching positions? The large number of volunteer coaches has come about slowly over the past several years and I fear there may be more to come in the future.

My coaching staff currently consists of thirty-five total positions. No coach is involved in more than two sport seasons. A coach involved in two sport seasons counts as two separate coaching positions for my statistics. Students at higher institutions of learning and ohter non-school personnel comprise eighteen of the thirty coaching positions. The only program we sponsor that doesn't have at least one non-teacher coach is softball All other sports, at some level, have at least one non-teacher coach. Several programs are completely staffed with paraprofessional coaches.

The Commonwealth of Virginia has never required certification of coaches on a state-wide basis. Students enrolled at institutions of higher learning have been able to assist with coaching duties for many years. The Virginia High School League, Inc. addressed the problem of securing an adequate number of coaches and changed some of their previous restrictions several years ago. The change that was the chief benefit to many school divisions involving the Coaches Rule is quoted as follows: "Persons approved for one sports season by the Executive Secretary upon written certification from the principal and the division superintendent that an emergency situation exists and no person otherwise qualified under this rule can be employed." Many member schools have utilized this particular rule to secure additional coaches where otherwise they could not have staffed the coaching position from within their facilities. Other states may need to consider changes in their governing procedures to allow the employment of volunteer coaches. Once paraprofessionals are approved by the state the local school authorities must provide policies and guidelines in the employment of non-teacher coaches.

What can or should your school division do in providing volunteer coaches? The recruiting, advertising, completing an application form and interviewing should be the same as for the regular teacher employed within the system. A written contract should be signed by both parties clarifying all vital information, job description and salary. Tort insurance and workmen's compensation have both been provided for the non-teacher coach in my situation. Lastly, school policies should be written to cover all employees as "agents of the school board" rather than just the teachers.

What responsibilities exist between the athletic director and the individual paraprofessional coach? This is probably the most variable aspect of the three levels of state, local school division and the individual school structure. All that is done with any coach should be done for the non-teacher coach, plus more. Direct additional time is required with someone who might not be educationally oriented in theory and practice. Prepare adequately and check thoroughly prior to, during and following the involved season. Personally it is necessary to devote more time and effort in helping a non-teaching coach than a teacher coach.

Working with out-of-school head coaches is much more time consuming because of their important leadership role and their decision making carriers more responsibility. Contact with these coaches is more difficult due to their inaccessiblity during the school day. I do not mean to imply that all is negative with a volunteer coach. There are many positive attributes that can be listed for the use of paraprofessional coaches. Several reasons include the offering of programs that would have had to been dropped, a fresh approach by a new person and the elimination of three sport coaches to help them refreshed and eager to coach. Many of my volunteer coaches are excellent coaches and I would hesitate to trade them for full time teacher coaches.

Make an appointment immediately with the appropriate people and start your enlightment process toward staffing of vacancies within your athletic department. I learned many things pertaining to alternative ways of staffing by meeting and conferring with our school board attorney, personnel director and other central office staff personnel.

HOW ABOUT THE NON-TEACHER AS A COACH?

Carol J. Wehmann
Athletic Director
Indian Hill High School
Cincinnati, Ohio

I. Reasons for hiring Non-Teacher Coaches:

a. More and more teachers are resigning their coaching positions, yet remaining on the teaching staff.

b. Loss of faculty due to a decline in enrollment.

c. Teachers no longer are willing to devote the time needed to be a successful coach.

d. Implementation of new programs - particularly for girls.

e. Not enough available coaching personnel in certain critical sports areas.

f. Economic concerns within local school district budgets.

g. Less college students are going into education.

II. Advantages and Disadvantages of Using Non-Teacher Coaches:

a. Advantages

1. Provides greater selectivity in coaching personnel.

2. Reduces the existing shortage of coaches in some areas.

3. Provides an opportunity to select coaches with more adequate background in given sport areas.

4. Some economic concerns are resolved.

b. Disadvantages

1. Loss of administrative control

2. Non-educational emphasis

3. Rapport lacking as a result of non-teaching duties.

4. Contractual difficulties.

5. Greater emphasis on the winning philosophy.

6. Identity and loyalties to school academic and activities programs are lacking.

7. Sportsmanship may lessen.

8. Poor communications gap between the administration and coaches.

9. Internal staff problems are encountered.

10. Fun of participation may lessen.

III. Working With the Non-Teacher Coach

a. A coaching application form should be designed which will provide the administration with sufficient information to determine the basic qualifications of the applicant.

b. A procedure and form for evaluating the work of a coach should be developed and implemented.

c. Providing inservice programs.

1. Each local school district should develop an "Athletic Department Handbook". Such a handbook should assure a clear understanding of the local athletic philosophies, policies and procedures.

2. Each local school district should conduct a series of pre-season orientation meetings for all new and/or currently employed coaches. The purpose of these meetings shall be to assist coaches with a detailed orientation of current administrative regulations and other information that is vital to getting a program off to a good and sound start.

3. The school district should advise the coaching staff of opportunities to receive CPR and Sportsmedicine training which is mandated by House Bill 251.

4. Coaching courses offered by colleges and universities can also provide coaches with a method of gaining knowledge in those areas necessary to meet the minimum requirements.

5. The school district should encourage attendance and advise the coaching staff of scheduled clinics and seminars.

d. The non-teacher coach should be provided with the following:

1. Local Board of Education regulations as they apply to personnel.

2. State Association Handbook

3. Job Description

4. Athletic Department Handbook

5. Liability Coverage Information (i.e. WFICA)

6. Reports (i.e. inventories, records) from previous year.

"Being my first National Conference, I have nothing to compare with, however, I feel it was a fantastic learning experience."

Sandy Young, Hartford, WI

"The Milwaukee Conference was excellent as usual and such a highlight for our athletic administrators to look forward to. Always something new, exciting and worth working on for the coming year."

Kurby Lyle, Englewood, CO

JUNIOR HIGH PROGRAMS

Karen Hand
Athletic Assistant
Lincoln Public Schools
Lincoln, Nebraska

As background information, let me say that we have 9 junior high schools in Lincoln; one which shares a building and all facilities with a high school. The intramural programs are activity programs that are run in each building under the supervision of the building principal. The activities in these programs are determined by the needs of the student population in each building. As an outgrowth of these 9 programs, I schedule city-wide activities on Saturday mornings. This "Open Interscholastic" program caters MOSTLY to competition between our 7th and 8th graders. Each school has the option of whether or not to participate in any given activity. The 9th grade interscholastic program is scheduled on a city-wide basis from my office and is a little more highly structured than our open-interscholastic program. It is open only to first-year 9th graders. Master schedules are printed in the spring for the next school year and each junior high is scheduled for the same number of activities, contests, and teams.

Each junior high has a teacher or administrator who is designated as their Athletic Director although in three of our junior highs, two people share this responsibility. These responsibilities are in addition to any other contract duties they may have. Their salary is a stipend in addition to their contract and is determined in part by their building principal and the personnel office which means their salary is not a part of my budget. These individuals work closely with me to coordinate all the programs. I feel their help is one of the most important assets of our program. Their help makes these programs run smoothly and consistently across the town.

I am responsible for keeping records of the number of students who have participated from each school in the intramural program. Attendance cards are sent to each school at the beginning of the year and are due back in my office weekly. Salary time sheets are filled out at the school by each person that works with the program. At the end of the month after all of the time is turned into our Payroll Office, I check and record the time sheets. Although most of our intramural supplies and equipment are items that are shared from our Physical Education classes, I do have a small budget and can order items that might be needed for the program.

In addition to the city-wide scheduling I do for the open interscholastic program on Saturdays, I also arrange for each schools' transportation, schedule the officials and submit pay vouchers twice monthly. I am responsible for arranging any facilities that we might need that are not at one of our junior high buildings. The athletic activities that we schedule for open interscholastic competition are: coed cross country, coed softball, boys flag football, girls volleyball, coed flag football, coed volleyball, badminton and table tennis, boys and girls basketball, boys wrestling, coed floor hockey, coed gymnastics, coed soccer and coed track and field.

Two years ago our open interscholastic program underwent some changes at the direction of our junior high principals and also the Superintendent. We are still experiencing some difficulties in our effort to follow the guidelines that were established. We have been asked to provide a program that is not highly competitive and to include as many students as possible. Differing philosophies of intramural supervisors have been one of our most difficult problems.

Another part of our intramural program that was added by the district two years ago is intramural speech and debate. Each year I work with the district's english consultant to help set up this program. Students who are interested in participating meet at a central location two times weekly for approximatley 7 weeks. Once again this year we will be adding more sponsors to help with the growing number of students in the extremely successful program.

From the activities I have listed, you will notice that we have included some activities that appeal to more than just our top athletes. In some cases we have had a good deal of success drawing less athletically talented individuals into the program. However, here again the philosophy of the intramural supervisors makes the major difference in this portion of the program.

Most of our supervisors and junior high athletic directors feel that the most important part of these programs is what is done at each junior high, and that the open interscholastic program is incidental to the building program. However, they are very possessive when the open interscholastic program is discussed or changes are proposed.

We do have a handbook that has been developed and recently revised that we use for guidelines in conducting inter-school competition, but we have had problems with supervisors modifying rules to suit their needs.

For open interscholastic competition this year, we developed only a skeleton schedule. Dates were designated for certain activities, but schools were not scheduled against one another. We did this because last year we found schools that had been designated to host would not be participating in an activity and I had to reschedule host schools, cancel buses and rearrange officials. With our skeleton schedule, schools were required to call in 10 days prior to an activity to register teams and request buses. It sounded good in theory, but it hasn't worked for a variety of reasons, so we are trying to devise a better method.

In Lincoln we are very lucky to have a financially sound school district, and our community, school board, and administration are all very supportive of our programs. This year's budget included: intramural supplies - $800, open interscholastic transportation - $14,592, salaries for supervisors - $140,592 and officials fees - $4,167. Salaries for our supervisors are based on an hourly rate of $6.71. Each junior high is budgeted for 10 salary hours per day. A school can use these 10 salary hours any way they want. For example they can hire 10 people each to work 1 hour or 5 people each to work 2 hours. In any given month, some schools never come close to using their allotted time and other schools push their limit. We do allow any school to request additional time, but this must be done in writing by the principal.

The philosophy of the 9th grade interscholastic program is to offer 9th grade students the opportunity to try as many different interscholastic sports as they can in their ninth grade year, so as sophomores they will know in which sports they are most interested. The rules and regulations that our ninth graders follow are patterned after the rules our high school athletes must follow. Although our ninth grade program does not fall under the jurisdiction of the Nebraska High School Activities Association, we feel we are doing ourselves and our athletes a favor by making the 9th graders follow these same rules. By the time they have completed this year of competition, they are usually very familiar with most of the rules that they will follow in high school. The "innocent" errors that they might make as ninth graders are much less costly to them than they might be as a member of a high school team.

Our ninth grade program is very different from many. We do not allow any

publicity by the media. Spectators, other than immediate family members, are not encouraged or allowed to attend contests. Competition and participation is limited to our 9 junior high schools, so we never travel out of town and we do not compete with the other parochial junior high schools in town. We do not have junior high cheerleaders or pep bands. Although there is some good competition between the schools, the district perfers that this program remain very low key.

Presently we offer 9th grade boys the choice of 9 different sports and girls a choice of 8. The sports are: football, volleyball, wrestling, boys and girls basketball, coed tennis, coed golf, coed swimming, coed gymnastics, and coed track and field. Because of the arrangement of our seasons, a student has the possibility of participating in as many as four different sports during the year. Our seasons are from 7 to 9 weeks in length, but usually do not coincide with the high school seasons because this has caused some problems in some instances.

For the last two years, we have been taking a very serious look at the 9th grade program. Until this year, we were the only Class A school district in Nebraska that did not allow 9th graders to participate on a high school team. This year the School Board has allowed 9th graders with outstanding athletic ability to apply and try out for high school VARSITY TEAMS ONLY. Because of this, some of the 9th grade programs have suffered some drastic reductions in numbers. We are currently proposing some major changes because of this and may even discontinue some of the programs at the junior high.

My administrative responsibilities are very much the same for this program as they are for the open interscholastic program. In addition I keep a complete record of all the 9th grade parent consent and physical examination forms in my office before returning these forms to each junior high. For the first time this year, I am meeting with all coaches prior to the season to go over all of the 9th grade policies and procedures. Alternate years I work with the high school coaches to arrange skills and coaching clinics for the 9th grade coaches. I coordinate all of the equipment and supply ordering for the 9 junior high schools and any of the 9th grade programs that are held at the senior high schools. We also have a computer printout of items that are available for the coaches to order and I update this catalog yearly. Budgeted amounts for this program this year are: equipment and supplies - $34,184, transportation - $30,668, coaches salaries - $103,086 and officials fees - $7,900.

One of my major personal concerns with our 9th grade athletic program is the examples that our coaches are setting for our young athletes. In many cases we have coaches who are ideally suited for this level. They are excellent at teaching skills, teamwork and responsibility. However several things have happened that "pushed" me into implementing a "Sportsmanship Award Program" during the second semester of last year. The Junior High Principals Activity Council voted to try this program for one year, evaluate its impact and success, and then disucss whether or not it would be permanently adopted as part of our program. I have just completed an evaluation form that will be distributed to all coaches who have participated in this program. The results of the evaluation will then be presented to the Activity Council for discussion. At this point, I have mixed emotions about the program. In some instances it has been well accepted, and has caused some noticeable changes in attitudes. In other cases I have been laughed at and so has the program as a "goody two shoes award." I am anxious to see the results of the evaluation.

One of our problems includes junior highs that range in attendance from 350 students to 930. In essence this means that we schedule Class A schools to compete against Class D schools. This doesn't particularly bother the large schools but it is a thorn in the side of the small schools who do seem to lose a disproportionate number of games each year.

Another definite problem is our one junior and senior high that share a building. It is a beautiful building with excellent facilities, but it is overcrowded with all levels of teams from grade 7 through 12 looking for places to play and practice.

I am very luck to be in college town the size of Lincoln. Each year we use a number of college students as officials, intramural supervisors, and even coaches. Although I handle a lot of complaints about the officials and their abilities (or lack thereof), we try to remind ourselves that at least we have the opportunity to have them so we can complain about them.

Most of our problems are small ones and we are pretty happy with our programs. We are constantly striving to improve them and hope that in our efforts to do this that the welfare of our students is uppermost in our minds.

"Zacharie Clements was tremendous. His tape should be sent to every superintendent and board of education in America."

Lou Kaczmarek, Franklin, OH

"This was the first conference I have attended and I was impressed with the organization of clinics and topics. There were so many outstanding speakers."

Dick Gwinn, Lexington, MO

COACH BURNOUT

Dr. Doris D. Hardy
Assistant Director of Athletics
Riverside-Brookfiled High School
Riverside, Illinois

Athletic directors in all types of institutions are hearing the word "burnout" more and more frequently today as coaches resign and drop out of their programs. It is my belief that as athletic directors we need to not only be cognizant of the causes, signs and symptoms of burnout, but we must understand how we can assist by way of prevention and treatment. And we must take a careful look at how we might be contributing to the burnout of our coaches.

Termed a major new malady by Willard McGuire, former NEA President, burnout has been called the living death of today's teachers, career claustrophobia, a professional disillusionment akin to mid-life crises, and has been compared to a declaration of bankruptcy - necessary sometimes, but also somewhat irresponsible and undignified.

Loosely defined, burnout is best understood as depletion of personal resources, flexibility and the positive energy necessary to enjoy and contribute to job satisfation. It is failure to cope with stress, it occurs over a period of time, and can lead to severe depression. A condition of burnout exists when a person is attempting to perform a job by merely going through the motions. The individual continues to function and more than likely still maintains the skills which enabled him or her to originally perform the job, gain employment and even meet licensing and certification requirements.

Jones and Emanuel in their article, "There is Life After Burnout" break down the burnout process into three stages: heating up, boiling, explosion. During the heating up stage, one begins to realize that everything is not as it used to be, feelings of rejection and isolation begin to develop as often

there is little positive reinforcement and soon the thrill of being a coach has faded. In the boiling stage there is a sense of helplessness and a pervading feeling of "I don't make any difference." By the time the explosion stage is reached, the coach has become a robot mechanically performing his or her coaching responsibilities and begins to rebel against the coaching profession.

Coaches going through this process often begin to view their coaching responsibilities as impossible. They may start to question their ability to lead and coach athletes effectively, and it may seem as though their athletes no longer appreciate their dedication. Feeling helpless and out of control, they find that they tire easily, feel depressed and may experience frequent headaches and/or digestive problems. They may become less patient with their athletes, assistant coaches and administrators. Eventually they become close-minded and inflexible. A negative attitude toward coaching soon develops. Burnout, then, could be described as physical, emotional and attitudinal exhaustion which takes its toll not only on the coach but on the student athlete as well.

Another aspect to the concept of burnout which bears mentioning is that burnout, while a reality, may be in part a "copout" - a fadish term that enables one to receive sympathy and conveniently remove oneself from the stress and problems in one's life. I am not implying that burnout is not real, but rather that it reflects something of our society today. When things do not go well, rather than working at the resolution of the problem or conflict, we too often pick up and move away. It is one thing to recognize one is in conflict and it is quite another to deal with it effectively, to come to terms with it, and to understand it. Perhaps we as athletic directors need to recognize this aspect of burnout as we attempt to find solutions.

In many ways, burnout is synonymous with depression and as such might be best understood through an analysis of stress - stress on the athletic field or in the gymnasium. For many coaches, stress becomes a one word synonym for coaching. Medically speaking, stress is any condition that harms, damages or breaks down the body or causes the death of cells. This definition means that it may result from tension, anxiety, the pressure to win, overwork, virus, inadequate diet, sleep or exercise. Unfortunately severe stress usually brings on other problems such as poor appetite, nausea, vomiting, faulty absorption of food, fever, pain, diarrhea, dehydration and the loss of many nutrients.

These, in turn, lead to stressful behavior in coaching such as repeated tardiness, absenteeism, boredom, poorly run practices, low morale and enthusiasm, excessive day-dreaming, indecisiveness, memory lapses, inadequate coaching and the use of alcohol and drugs. As some authorities have suggested, the stress felt on the athletic field is similar to combat fatique and over a period of time, stress leads directly to burnout. Thus, constant stress produces exhaustion, tension and physical ailments all of which are often associated with burnout. It is a vicious cycle as the physical condition of the coach will determine in part how much stress he or she is able to handle.

While it is not my intention to discuss stress, I think it is important to recognize the similarities between stress and burnout and to note that the amount of anxiety determines how a coach perceives the objective situation and, ultimately, how he or she responds to it. We must remember that it is the subjective situation to which an individual actually responds. Indeed, it is the only view of the world one possesses. It is an individualized, private view of the situation, and it may be very different from objective reality.

For those involved with coaching, stress sources are often role conflict, self-imposed pressures, responsibilities for athletes and equipment, pressure to win, coaching overload, lack of equipment, scheduling errors, enough

practice time and use of facilities, poor relations with others on the staff, a sense of isolation, problems with time management, life changes and stages, institutional practices and policies regarding athletics, and public and parental critisism. The teacher/coach is often caught in a tug-of-war between the school administration and the student/athlete. Lack of ability to make decisions, discipline problems, excessive demands and even having to share facilities all contribute to stress. For many coaches "future shock" has become a reality in terms of the coach not being able to cope with a new type of student/athlete.

Ultimately the coach is left with three choices: 1) avoid the stress; 2) change the response; 3) change the environment. To quit coaching and perhaps even seek a new occupation does not necessarily mean no more job stress and, in fact, change itself often produces stress. Therefore this is not the best alternative although it tends to be the option many select. We must encourage coaches going through burnout to recognize this, and, to retain our coaches, we must seek opportunities to offer suggestions for both a change in response to the stress as well as provide a change in the environment if needed.

To change the response, we must help coaches become aware of the symptoms of burnout. Coupled with this is the importance of assisting coaches withstand stress by suggesting methods of relief. A coach needs to be able to balance the demands of athletes, administrators, family and self. This can be done by keeping coaching in perspective, blowing off steam once in awhile and recognizing strengths and weaknesses. Malone and Rotella in their article "Preventing Coaching Burnout" suggest the following points which as athletic directors we might offer to our coaches:

1. Keep alert to changing coaching methods and philosophies.
2. Attend conferences, workshops, and clinics with an open mind.
3. Listen attentively to other coaches.
4. Avoid being stereotyped; strive to be a well-rounded person.
5. Keep in tune with athletes; personal lives off the field.
6. Discard old ideas and prejudices which are no longer useful.
7. Remain flexible and avoid a coaching method just because it has always been done that way.
8. Take a season, summer, or year off from coaching.
9. Learn from mistakes and failures by recognizing them, and moving forward.
10. Set priorities and goals.
11. Concentrate on the present, not on the past or future.
12. Get involved in a hobby or vocation outside the sports world.
13. Remain enthusiastic and share your enthusiasm with other coaches and athletes. Be part of a support group.

Recognition of the value of regular physical activity, of a healthful lifestyle, of relaxation and the necessity to talk over problems should be encouraged. There are self-help groups, professional counselors and federally funded teacher centers which can help coaches deal with burnout. However, in

the long run, the best approach may be to encourage coaches to take an introspective look at themselves with the understanding that there are no magic answers but that much of one's life can be self-directed or controlled.

The final choice - change the environment - directly involves us as athletic directors for it is in this area that our policies and administrative procedures may be contributing to the burnout of our coaches.

Failure to make known to other administrators the responsibilities placed on our staff as well as failure to recognize our coaches' committment to teaching along with coaching may contribute to burnout. We need to understand the role conflict that a dual position of teacher-coach presents to the members of our staff. Often the expectations of each position are quite different and this dichotomy may produce confusion and uncertainty. Confusion and a lack of a definite set of role expectations add up to dissatisfaction and therefore a less than positive attitude toward one's coaching and to increased stress.

By not providing opportunities for coaches to have input regarding decisions that concern working conditions or athletic program policies and procedures, we contribute to burnout. Well organized meetings allow coaches to be heard, to blow off steam and to participate in decisions which will effect them.

With all the demands on our time, it is easy to lose sight of a requisition, to not be fully aware of how essential a particular piece of equipment is or the need to line a field. We must make an increased effort to provide support for our staff by taking the time to ensure that facilities and equipment are adequate and are maintained or repaired when needed. A coach preparing for the conference championship game should not have to worry whether the scoreboard will work or be scheduled for late practice.

Lack of recognition for quality programs or contributions to the athletic program sometimes occur due to our busy days. We can make an effort to recognize coaches for quality programs and contributions to our athletic department through local and school newspapers by attending contest and awards nights, in all sports, and verbally praise those who deserve it. A coaches' recognition dinner might be sponsored by the booster club. The Hawthorne Effect is indeed very real.

Coaches should be encouraged to grow both personally and professionally by giving them money and opportunities to host or attend clinics, workshops, conventions and inservice programs. Some coaches could be encouraged to become specialists in fund raising or selection of equipment and therefore take on greater responsibilities and perhaps redirect some of their talent.

I think it important that as athletic directors we be the best role model possible and thereby set the tone for pride and tradition within our athletic department. The athletic director I work with repeatedly says; "It's great to be a Bulldog!" and even went so far as to order stationary and penants printed with his proclaimation. Our staff would laugh - yet it had the effect of making us proud.

Other administrative policies which can deter coach burnout are in such areas as support for coaching salaries, promotions, advancement and raises as well as sabbatical leave policies. A certain amount of flexibility should be built into practice and game schedules to prevent boredom. Expressing coaches' opinions at conference, state and national meetings and to the legislators when necessary conveys support too. We must be aware of the limitations of our coaching staff and seek to minimize outside or unrealistic demands on them. Public relations, particularly developing community support

for the program and coaching staff, needs our constant attention. Fund raising may also be necessary to maintain and develop programs so that coaches have the tools for success. And we need to just be around - to visit practices or be in our office to listen or ask for input and advice.

We should remember that the manner in which individuals are hired plays a large role in their professional attitude toward coaching. Staff orientation and evaluation procedures should be well managed, specific and presented positively as a means of assisting the coaching staff. Information should be available in coaches' handbooks and department policy manuals. With the increase in the number of outside coaches, this information is most important. Evaluations should be positive, consistent and contribute to the growth and competence of all coaches.

Finally, and in many ways most importantly, social functions in which the staff can get together in a relaxing atmosphere should be encouraged. Studies on job dissatisfaction have supported the hypothesis that poor interpersonal relations leads to job dissatisfaction and a tendency to leave the position. Thus the level of interpersonal tension between coaches, administrators and subordinates is an important variable when analyzing burnout. The greater the degree of openness, honesty and fairness in interpersonal relationships, the smaller the possibility of burnout occurring.

As athletic directors, then, we can contribute to either the cause or to the prevention and survival of coach burnout. We can create good working conditions, suggest alternatives and offer support or we can shrug our shoulders and say it is the coach who must solve the problem and refuse to investigate how we might be contributing to the problem. The first step is to help our coaches become aware of the symptoms of burnout. Coupled with this, is the need to help them withstand stress and to suggest methods of how to find relief including a self-evaluation of how our administrative policies may be a contributing factor. There seems to exist a synergistic action between the athletic director and the coach which, when recognized, can be capitalized upon so that the condition of burnout will not become a reality. Defining such a process may be our biggest administrative challenge in this decade.

"The opening general session and the hospitality of the host committee set the tone for an outstanding conference."

Joe Tonelli, West Haven, CT

"I found the banquet quite inspiring. In all, a very impressive first conference experience."

Cathy Dritsas, Bloomfield Hills, MI

WHY COACHES ARE LEAVING THE PROFESSION AND WHAT WE CAN DO TO RETAIN THEM

Jack Steinberg
Mason City High School
Mason City, Iowa

One of the biggest problems facing athletic administrators today is the battle to fill the coaching ranks. Close examination of this coaching shortage revels four underlying causes. Each is a big problem, but compounded they a create a monster.

1. School enrollments are decreasing. With the reduction of students comes a reduction in teaching positions within each school. Teaching positions are at a premium. College graduates are finding it so difficult to find jobs that they have discouraged many others from pursuing a teaching-coaching career.

2. Insufficient dollars form state and local taxes have caused many school districts to eliminate or curtail their programs. This has discouraged many athletes from pursuing a career in education.

3. The recent expansion of athletics into the girls program created a need for more coaches. In the past, you were able to turn to younger staff members to fill many of these positions. Now we find the young people are the ones who are losing their teaching positions or are not being hired. How many times have you had people tell you, "What we need is a good, young enthusiastic coach." In many systems today, that species is extinct.

4. The most depressing reason for the shortage of coaches is the loss of coaches from the present coaching ranks. Many of our qualified coaches are leaving the profession.

My remarks will focus on the loss of coaches from the present coaching ranks and what we can do to keep them in the coaching field.

Let's look at some of the reasons given by coaches for resigning their positions:

1. "I need more time for classroom preparation."

2. "I want to spend more time with my family."

3. "There are too many pressures."

4. "Coaching is for young men with enthusiasm."

5. "There are too many hassles."

6. "The girls program expansion has killed my budget and I can't operate like I want to."

7. "Coaching is no longer fun."

8. "I have served my time."

9. "It takes too much time."

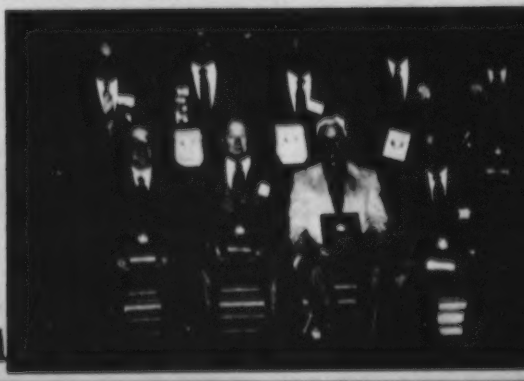
10. "I can make more money working at Sears."

I think it is very important to consider each resignation separately. I'm sure you have a few resignations that you want to accept - you've been working on him to resign for a long time. But the majority you desire to keep on the staff. Arrange a conference with the coach you would like to keep and thoroughly discuss his position, reasons for wanting to be relieved of his assignment, all the time trying to have him reconsider his decision. Many times you can arrive at solutions to the problem and he will want to continue to coach. I have found that the real problem may be altogether different than the one in his letter of resignation.

What are some possible courses of action that can be taken to reduce these coaches from wanting to resign from coaching?

15TH ANNUAL

NATIONAL CONFERENCE OF HIGH SCHOOL DIRECTORS OF ATHLETICS — MILWAUKEE, WISCONSIN, DEC. 9-12, 1984



(Photos by Ray Bahnke, Visual Sports Network)

A big one would be to increase the supplemental coaching salaries where it would be so attractive that there would be teachers clamoring for the jobs. This idea is contrary to what is happening in most schools today in light of the tight money, but if the situation changes, you need to be in there battling for every penny you can get for your coaches.

Secondly, if at all possible you need to get a clause in your master contract to protect as many coaches as possible from being transferred or reduced due to declining enrollments.

Third, where possible, schedule coaches to coach in the school where they will be teaching so they will be available immediately to assume their coaching duties when the students are dismissed from classes. If the coach is forced to coach in a school other than where he is teaching, do everything possible to see that his planning period is the last period of the day so he can travel during this time. This may take a little apple-polishing with the Principal and/or Personnel Director, but it could save your coaches.

Speaking of principals, you must communicate with them regarding teaching vacancies. There are principals who have very little interest in filling coaching vacancies when hiring teachers. It is a wise athletic director who can recommend teachers who can coach rather than coaches who can teach.

With all of the shortcomings - the budget cuts, the declining enrollments all of the other factors causing us staffing problems, the real gist is that we need to keep the coaches we have. Recongnize their value - they are your number one asset. Treat them as you would like to be treated. You can do any number of things to give them a sense of worthiness and make them feel they are needed loved and respected.

1. Articles in the game program.
2. Introductions at varsity games.
3. Invitations to banquets.
4. Involvement in clinics.
5. Involvement in meetings.
6. Notes on achievement.
7. Personal letters.
8. Involvement in decision making.
9. Input into program goals.
10. Promotion from within.
11. Bribery - tickets to games.
12. Highliting their accomplishments - newsletters, bulletin boards
13. Providing opportunity for success.
14. Telling community how good they are.
15. Creating a stress free work place.
16. TLC

In conclusion, remember that keeping the right kind of people in coaching is a great responsibility, but it must be accomplished.

THE ORGANIZATION OF AN ATHLETIC OFFICE

Jack Miller
Director of Athletics
Waukegan East High School
Waukegan, Illinois

Organization is the key to survival in the athletic office. There is no other position in the school system that has to meet as many deadlines as you must in your position as athletic director. Time is the most important commodity you have at your disposal. It can be used to your advantage or it can be used against you.

Planning ahead is a must for an athletic office. Most of our activities are scheduled a year in advance. With this time frame to work with, we can take advantage of the lead time and plan our work schedule in advance of the activity. Before we can plan, we must look at what activities or events we have scheduled for the future.

A yearly plan broken down into months, weeks and even days could be helpful to you in your attempt to "get the job done". We know when and where most of the contests are scheduled, as well as tournaments, awards nights, when eligibilities, staff evaluations, and inventories are due. The overall picture of the year is helpful in planning for the high priority items in your program. If we know when certain things are taking place then we can plan ahead to take whatever action is needed in order to make that event run smoothly.

We continue to break the year's program down into smaller components, such as months and weeks. All of this does take time and the time is well spent because the value of such planning gives us the opportunity to cover all bases before confronting a crisis.

Another time saving procedure is to make use of checklists when planning major activities. Many of our contests or tournaments have standardized procedures that must be taken care of before each contest or tournament. Make a list of everything that must be covered or arranged in order for the event to run without last minute problems. This list can be updated each year until you have everything covered pertaining to the event. You can also list the person responsible for each item on the checklist and its status before each event. Checklist suggestions: scoreboard, band, police, programs, tickets, supervision of hospitality room, night school, pass gate, official scorer and timer, P.A., announcer, parking lot, locker room attendant, cheerleaders, school songs, doctor, rest rooms, public relations, media-press, radio, TV, etc.

Many of the things we do each and every day are items that could be handled by using a pre-printed form whereby you only need a checkmark or a one or two word statement to get your message across to the other party. The less time you have to spend in writing, the more time you will save. In many cases, all you need to do is to check off an item or write a key word or two to convey the message you are interested in getting across to the other party and then send it on its way. A pre-printed form, where all you have to do is fill in a few blanks, takes less time to complete

than writing something out to get the same message to the other party. Possible uses of pre-printed forms: contract information, entry fees, scheduling, schedule changes, check orders, request for officials, tournament information, staff self-evaluation, and incomplete athlete information.

Any short cuts you can think of to save time and still allow you to get the job done should be used as often as possible. The use of pre-printed forms, checklists and pre-planning can be the salvation of the athletic director.

The partial answer to many of your problems is to make use of a computer in your daily planning. There is no reason to fear the computer. A data base is all you need to get started. Later you might want to add word processing. With these two starter programs, you can computerize your office.

A. Uses of computerized season schedules:
   1. Exchanging with other schools to cross check dates, time, sites, etc.;
   2. Send a copy of all away meets to transportation with leaving times;
   3. Send a copy of all home meets to A-V department for microphone;
   4. Send a copy to assignment chairman for assignment of meet officials.

B. Uses for a weekly schedule:
   1. Reminders to A-V, transportation, coaching staff, ticket manager, heating engineer, supervisors and custodial.

Take time to think of ways to save time. Borrow ideas from fellow athletic directors and adapt them to your needs. Plan to handle problems before they become major headaches. Your staff will appreciate anthing that will also save them time.

"Accommodations were excellent with hospitality exceptional. Gary Bender did a superb job as the banquet MC."

Craig Hintz, Eldridge, IA

"I feel sorry for the athletic directors who could not take advantage of such a worthwhile conference."

Jim Cardell, Burlington, VT

OFFICE MANAGEMENT FOR THE ATHLETIC DIRECTOR

Ron Park
Director of Activities
Millard North High School
Omaha, Nebraska

In order to facilitate the organization and management of an athletic office, I developed an activities handbook. This handbook contains information which serves as a ready reference for me on a daily, weekly, monthly and yearly basis. This handbook not only serves as a guide for me, but in the event I leave this position, it would serve as a ready reference for the new activities director.

MILLARD NORTH HIGH SCHOOL

A. Program (20 sport varsity program plus junior varsity, sophomore and freshman for both boys and girls.) 1,950 students in a school now in the fourth year.

B. We have 38 coaches in the total program, plus my responsibilities include all activities and clubs.

WHAT TO INCLUDE IN YOUR HANDBOOK

A. Job Description

1. Coordinates and directs all activities.
2. Coordinates school-community use of facilities.
3. Makes assignments for coaches and sponsors.
4. Supervises and evaluates.
5. Promotes school activities.
6. Prepare budget and purchase all athletic equipment.
7. Responsible for all contracts and schedules for all interscholastic contests.
8. Arranges for all transportation.
9. Assists in general discipline of all students.

B. Forms to Aid in Management

1. End of year activity report
   a. Compiled and turned into Board of Education in June.
2. Intent to return
   a. Discover coaching and club vacancies for the following year.
3. Gate receipts
   a. Football and basketball.
4. Check-out sheet
   a. Tape measures, pistols, stop watches, and key, etc.
5. Activity contract
   a. For Board office use for pay purposes.
6. Coaches Meeting
   a. Check out procedures and athletic guidelines.
7. Program information
   a. Send to visiting schools and in use for home games.
8. Printing needs
   a. Billfold schedules — the amount, color and date desired.
   b. Activity tickets and season tickets.
   c. Athletic program covers.
   d. Letter winner certificates.
9. Master calendar
   a. As schedules are completed, all activities are kept on this calendar. This includes school-community use of facilities. (A must for athletic director management!)
10. Activities for the week of (complete each Thursday)
    a. Intended for staff and custodian usage to keep them informed of: activities each day of the week; what group will be involved; the location; and the time and dismissal from class.
11. Activities for the week of (complete at least one week prior to scheduled games
    a. Activity, date, time to report, name of worker, and job expected to perform.
12. Checks needed for the week of (complete on Monday morning)
    a. List all fall sports
       Football, officials needed, amount of pay, and names of officials for varsity, J.V., sophomore and 9th grade.
       Security
       Invitational fees

Meal money

13. Rental of school facilities
14. Transportation
15. Concessions (use of money and person in charge)
    a. Transportation
    b. Hall of Fame
    c. Athletic awards night
    d. Maintenance of concession stand
    e. Weight room maintenance
    f. Flowers (parents and athletes)
    g. Clinics (cheerleaders and drill team)

COACHES' HANDBOOK

Bill Jensen
Athletic Director
Choctaw/Nicoma Park Schools
Choctaw, Oklahoma

Every school district should have a handbook for it's coaches that elaborates on responsibilities, district policies and similar guidelines. The handbook can provide protection for the coach and the school district. A handbook is also great assistance in the orientation of new coaches. The programs will become more effective and efficient as the procedures are set down in writing.

When we started writing our handbook in 1980, I called several schools in Oklahoma to see if they had a handbook. I received a copy from Norman and Tulsa Union. I was surprised at the number of schools that did not have a handbook. I took some of the material from their handbook and added it to our school's. I took all of the policies that had to do with athletes and inserted them in our athletic manual. The book was beginning to take shape.

We had to make some changes in the book after the first year, but, being in a loose leaf, we could make the changes real easy. I don't have time to go over everything in the manual, but I will abstract some of the contents.

The purpose of the school athletic program is:

1. To improve the image of school athletics.

2. To strive always for playing excellence that will produce winning teams.

3. To ensure growth and development that will raise the number of individual participants; that will give impetus to increasing attendance at each contest; that will build up gate receipts; and that will enable a program of continuing upkeep and improvement of facilities.

4. To provide opportunities that will allow the program to serve as a laboratory where students may cope with problems and handle situations similar to those encountered under conditions prevailing in the contemporary world.

ATHLETIC DIRECTOR: The athletic director organizes and directs the interscholastic competitive sports program, working with the Junior and Senior High Principals and under the direction of the Director of Activities. He

maintains direct supervisory responsibility for members of the coaching staff in the excercising of their coaching duties.

HEAD COACHES: The head coach has full responsibilty for the over-all supervision of his program including Frosh, Sophomore and JV teams. Additional responsibilities may be inherent in individual programs for various coaches; these should be delegated by the Athletic Director.

ASSISTANT COACHES: Primary year around responsibilities include -

1. Have understanding knowledge of rules and regulations regarding the sport as presented in the State Activities Association Handbook.

2. Keep abreast of all rules and rule changes.

3. Keep abreast of new developments, innovative ideas and techniques by attendance at clinics, workshops and reading in the field.

4. Assist head coach in carrying out assigned responsibilities.

Discipline with Athletes

An Athletic Code serves as a guide for making clear what the rules and attitudes will be. A school board recognizes this and assumes that coaches are enforcing it both in spirit and in fact. Observation reinforces the view that those coaches who use the Code have the best discipline and usually the best teams.

From your position as coach you may provide one of the greatest opportunities to understand the need for discipline that a student may encounter in the total educational experience. Your practice procedures, attendance regulations and game tactics, as well as the manner in which you deal with rule violations will reflect your disciplinary abilities and greatly determine your effectiveness as a coach. It is the weak coach who is the athletes "buddy" instead of his teacher and who leaves the discipline to others or neglects it entirely.

The head coach is usually the judge of what shall be done when rules are violated, but the principal and athletic director should be kept informed when any serious violation occurs. Some standard guidelines might help to be more consistent when major infractions do occur:

1. We want to be firm, but to insure that justice prevails.

2. We are concerned first with what is best for all athletes and second with what is best for the individual.

3. Suspension is usually the best device where major discipline is needed because it is felt most strongly by the athlete and makes clear that the team will do without him or her if he or she does not live up to the standards set. It is here that parents, teachers and community may not always understand your actions (the athlete almost always understands quite clearly) and you must take care to fully explain. A suspension may be for an indefinite time - until in your opinion a specific purpose has been realized.

It is in the area of discipline that coaching efforts come to be taken seriously by administration, teachers, community and most important, the athlete.

CONFERENCE ADMINISTRATION

Tom Janssen
Director of Athletics
Wauwatosa Public Schools
Wauwatosa, Wisconsin

The office of any conference is in the business of operating that con- If that is our business - then we had better approach it on that basis.

1. Organizational Structure is that of any successful business:

   A. Board of Directors/Monthly meeting
      1. Superintendents or principals
      2. Determine policy and direction
      3. Evaluation of operation
      4. Do not get involved in the "nuts and bolts," of operation.

   B. Commissioner of Executive Secretary
      1. Employee of Board
      2. Chief Executive Officer/Office Manager
         a. Conduct meetings
         b. Prepare agendas
         c. Decision maker
         d. Leader

   C. Athletic Directors/Schools
      1. Not subordinates, but clients
      2. Responsibilities of Conference and commissioner is to create an atmosphere in which the athletic director can function as successfully as possible. By this I mean services must be provided that makes that job easier and provides time for other aspects of that job, i.e., hire officials, order awards, pay bills, etc.

To satisfy all this we must adopt the trappings and procedures of the business community.

1. The office setting preferably should be removed from the school setting (secretary's home, commissioner's home, a Central Administrative Office). It should have a separate phone listing, desks, chairs, filing cabinets, typewriter, calculator, copy machine, computer, and stationery.

2. Financial Structure July 1 to June 30

   A. Income (Due July 1)
      1. Dues
      2. Direct Assessment for officials
      3. Interest

   B. Investment of surplus C.D.'s
      1. Provides interest income
      2. Pays for entire awards system and most meet deficits.

   C. Requires a tax return filing

1. Original request for tax exempt status and employer number.
2. File under 501 (c) of Internal Revenue Code. Original request - frightening but not too difficult.

D. Checking account

E. Savings account

F. Reports to Board
1. Quarterly
2. End of Fiscal Year (Wisconsin, June 30)

3. Financial Responsibilities
A. Payroll for officials

B. Awards

C. Deficits for conference meets

D. Commissioner's services

E. Secretary's services

F. Tax return

G. Office expenses

The total cost was $10,800.00 ($600.00 for each of 18 members) including $4,000.00 for the commissioner and $3,800.00 for secretary. The services far outweigh the cost.

"Zacharie Clements was the best speaker I have ever heard."
Ed Nelson, Bay Minette, AL

"The Federation staff and host committee did an excellent job with the schedule of activities and arrangements."
Mary Lou Robertson, Fort Worth, TX

CONFERENCE ALIGNMENTS

Jay Dakelman
Director of Athletics
Highland Park High School
Highland Park, New Jersey

Highland Park, New Jersey is a small state with a very large population and approximately 450 high schools that are close enough to each other that most schools do not have to travel more than 20 minutes to play other schools in their conference.

Just about every school in the state competes in some athletic conference. In addition to playing in a conference for a particular Conference Championship, schools compete for various District, Group and State Championships under the jurisdiction of the State Athletic Association. The two are

independent of each other and playing or winning a conference championship does not qualify a school to compete at the state level.

I am not in favor of this system and have been campaigning within the State to change the system to one in which our state is divided into districts and schools play their own size school according to the state grouping in their geographic area. District winners would automatically qualify for State Championship play. In football this would enable us to determine a state champion instead of the present district champions.

I have been involved in high school athletics in New Jersey for 39 years and have been involved in the formation of a number of conferences including the one I am in now.

I called together a few schools of our size, schools that were not in a conference and schools that were no longer able to compete in the conference they were in. We were fortunate to get eight such schools to form a conference. This was in 1976 so we called our conference the BI-CENTENNIAL CONFERENCE. Of the eight schools, there was one city, minority school; 3 parochial schools; a couple of suburban schools and the others were a mixed variety. We were the first group to admit parochial schools to a public school conference.

We drew up the usual constitution needed and were approved by the State Association. One of the unique features of this conference was its Student Advisory Committee. Each school had a boy and a girl serve on that committee which met four times a year. The students were able to visit classes in other schools and see how they conducted their academic program. They were able to sit down and eat with their competitors and see them in a different light. These youngsters were able to discuss problems and solve some of the difficulties that might arise during games and contests. I felt this was a great thing as it brought the youngsters into conference planning and advising. The youngsters met and made recommendations to the Athletic Directors for improving several things in the conference.

It was about this time that there was trouble brewing. Since many schools were playing independent schedules and not playing schools of equal strength, they were denied the right to qualify for the football playoffs. In order to solve the problem, all schools that had petitioned leagues for entrance had to document their rejection and the leagues had to document their reasons for rejections. The New Jersey Athletic Association then appointed hearing officers to hear the cases and make recommendations to their Executive Committee.

The hearing officers were given legal instruction as to how to conduct the hearings. I served as one of the hearing officers and heard over 16 cases regarding schools being denied admission to leagues. Some of the reasons leagues had for not wanting certain schools were: they were happy with what they had, they did not want the parochial schools with the allegations of recruiting, they did not want the minority schools and all kinds of claims, and they did not want to change the present competitive balance.

The hearings were long and tedious as testimony was heard from both sides. Schools brought their principals, superintendents, athletics directors, and, of course, their legal staff of lawyers. Conferences came with League Presidents and other officers as well as legal counsel.

At the conclusion of all the testimony, the Appeals Committee met and wrote a decision on each case, making a recommendation for each school. The committee I served on placed every school in a league or conference. It may have been the conference of their choice or a place where we thought they might be better suited for the size of their school, the size of the league, the league makeup or the geographic location and competitive balance.

After the hearings, the State Association's Executive Committee ruled favorably on just about all the recommendations of the hearing officers. These then went to the Commissioner of Education who approved the solutions. Some leagues still went to litigation to keep certain schools out of their league, but we had just about all the schools in the state in some conference.

Although there were no appeals for my conference, 5 schools made application for admission. We admitted them, making ours a 12-team league rather than an 8-team league (one school dropped out). We had to go to a two division league (small and large schools) with some crossovers of divisions. This made a singple operating conference into one of difficulty and some problems, especially with the level of competition.

It should be noted that our State Association has put a moratorium on conferences for 4 years - no one may leave a conference without the approval of the conference or may apply to any new conference. Some larger schools in our county are having problems in competing with conference schools and had their request for entering a different conference denied because of the moratorium. The superintendents discussed the problem and called the Athletic Directors together to express their concern. They MANDATED the Athletic Directors to come up with a solution and establish a county-wide conference.

The 33 county athletic directors worked hard and surveyed all avenues of competition. One method which was suggested was to develop all divisions on enrollment alone. Another one presented was to set up each team in a division of ability of schools in that particular sport - great in theory, but . . . I presented a compromise plan in which I tried to encompass the enrollment and the ability plans with an appeal program. It proposed that each school be placed in a division for each sport based on their enrollment. We would find out how many teams had a particular sport, then set up divisions for each sport based on the number of schools competing. For example, there might be four divisions in football, basketball and boys soccer; three in girls soccer; one in girls gymnastics and girls field hockey.

After being placed in a division, each school would have the opportunity to appeal their placement. Each sport would be taken separately as would girls and boys programs. In other words, boys basketball could play in one division and girls basketball in another division.

The Appeals Committee would be composed of 3 superintendents, 3 principals and 3 athletic directors. If you are on the committee and your school is involved in an appeal, you will be replaced by an alternate. The committee will have an advisor who will be the chairperson of that sport from the conference. This concept was accepted with some enthusiasm and adopted as one of the guiding principles of the new conference.

After all the work was done and the constitution developed, the superintendents met with the principals and the Steering Committee and approved of the work. They returned to their own Board of Education and the Boards were to meet and approve or not approve their school joining the conference. Of the 34 schools in our county, 30 opted for membership in the new conference.

The new conference will have sport chairpersons for each sport and divisions who will make the schedules, assign the officials and see that the divisional and conference championship in each sport is carried out. We will have 47 divisional championships, 23 conference championships and award over 800 medals plus run the Scholar Athlete Dinner.

Officers were easy to decide - president, 4 vice-presidents, a treasurer and a secretary. The conference will be a tax-free corporation and the necessary papers and insurance will be prepared. Each school will have to sign an affidavit on being free of recruitment of athletes. Scheduling will be done

by the conference as well as assignment and evaluation of officials. A committee will send bids out for the awards, award them to the lowest bidder and see that the awards are on time for the various events.

EXTRACURRICULAR SALARY RANGE AND MERIT PAY FOR COACHES

LLOYD AHLBRAND
ATHLETIC DIRECTOR
HOBART HIGH SCHOOL
HOBART, INDIANA

Contrary to some people's opinion, we live in a contract-oriented society. This has been brought about by contracts involving labor unions, professional athletes, and various professional organizations. Coaches' salaries are not exempt from these groups because they are teachers and are members of this labor-oriented society. Teachers' organizations in many of our local school districts operate with a master contract.

Hobart's School Contract is negotiated between the local teachers' organization and the school board. The teacher's group consists of a chief negotiator and several teachers from grades K-12. The administrative team consists of three building administrators, a central office administrator and our school attorney. We have a separate section of our contract called "Extracurricular Schedule." In preparation for negotiating the Extracurricular Schedule, we review the following principles:

1. How does our salary schedule compare with those of our conference?
2. Will the precentage increase given the teachers be equitable for the extracurricular staff?
3. How does our salary schedule compare with neighboring school corporations?
4. Do we need to add on or delete any staff positions?
5. Will we make adjustments in our range differential and incentive salary?

After these priorities are established, we wait for the teachers' proposal. From this point the bargaining begins until a final agreement is reached.

A unique development of our Extracurricular Schedule is the salary range which:

1. justifies compensating a coach for years of experience;
2. fulfills the idea of how much compensation should be given a young head coach with little or no experience;
3. helps establish a method of evaluation with regard to the placement of people on the range.

A major portion of our coaching salary is incentive compensation. This portion was developed last year to reward those coaches who performed above their normal duties. The following criteria was established for this phase of the salary.

1. A coach who meritoriously provides service in all foul effort categories above the base level.

2. If a coach cannot perform one of the criteria for such consideration, a substitute program may be arranged.

3. The administration evaluates the extra effort of the coaching staff and determines whether all criteria for such increment have been met.

At the end of each season, a coach is evaluated with regard to his range placement and incentive compensation. This evaluation instrument is an integral portion of the coach's salary for the next season. All evaluating is the responsibility of the building athletic director with a recommendation given to the superintendent for final approval. Each building principal will be informed of each coach's evaluation. The superintendent evaluates all recommendations from the athletic director and any changes suggested by him are discussed with the building athletic director.

We at the School City of Hobart feel that although our salary schedule is unique, it has been the answer to our salary negotiations.

CHEMICALS AND OUR ATHLETES: WHAT DO WE DO NOW

Thomas M. Griffin
Hazelden Cork Sports Education and Training Program
Minneapolis, Minnesota

I speak to you this morning as both a professional educator concerned about preventing chemical use problems and as a parent of a student athlete. Also, I speak to you as a former teacher and coach.

Despite the fact that there are many parents and educators who want to believe that participation in athletics provides an immunity to alcohol and other drug use problems, our experience and statistics tell us that chemical use problems occur among student athletes at the same levels they occur among other student groups.

Student athletes use alcohol and marijuana at rates similar to all students and in addition some student athletes are beginning to use the so-called performance enhancing drugs such as stimulants and anabolic-androgenic steroids.

We have believed in the past that participation in athletics offered a positive and healthy alternative to alcohol and other drug use. We have believed that participation helped young people develop a sense of self-confidence and pride that would discourage unhealthy behavior. We have believed that participation on a team developed skills in teamwork, cooperating, and problem solving that would help our student athletes cope with problems and stresses.

I would like to suggest to you that these beliefs are still valid but require new and positive action on the part of leaders in athletic programs to re-instill these values.

First, I am going to highlight some of the pressures felt by athletes today that can create stress-related physical, social, and emotional health problems.

Second, I will offer some ideas about how athletic programs and specifically athletic directors can respond to the chemical health problems facing student athletes today. I offer these suggestions with the strong belief that chemical use problems can be prevented and those young people who do develop problems can be helped.

Special Concerns Unique to Athletes and Other Performers

1. Athletes are very visible and vulnerable to criticism from fans, coaches and teammates.
2. Athletes are expected to meet the demands of fans in their social life as well as on the playing field.
3. There is a consistent need for athletes to improve their skills.
4. Athletes face a time-limited sports career due to age and/or injury.
5. Some athletes have superior physical ability which can mask health problems.
6. Athletes often experience separation from family and friends.
7. Participation in sports require inconsistent demands on time.
8. There is clear connection in our society that links sports with alcohol use. Alcohol is used to celebrate victory and drown the sorrows of defeat.
9. Athletes who experience problems, including chemical use, receive attention from the public and the media.
10. Athletes are affected by others' use of chemicals. Some athletes participate in athletic primarily to be away from stress at home.

Special Opportunities for Athletic Directors and Coaches

1. Athletic directors and coaches can provide healthy and positive role models. You can set standards for responsible behavior both on and off the field.
2. Athletic directors and coaches can establish and consistently enforce training and eligibility rules.
3. Athletic directors and coaches can encourage parental cooperation in discouraging chemical use.
4. Athletic directors can encourage coaches to provide accurate information about chemical use and performance.
5. Athletic directors can encourage coaches to help athletes learn healthy ways to cope with the stresses of competition.
6. Athletic directors can provide opportunities for captains and other team leaders to learn ways of encouraging a chemically-free team through role modeling, team meetings, etc.
7. Athletic directors and coaches can acknowledge that chemical use problems exist and be willing to talk to each other about the best ways to respond to those problems.
8. Athletic directors and coaches can use the special relationships that develop with students to talk with troubled students and help them find the best resources.
9. Athletic directors and coaches can work to create athletic programs that encourage excellence in preparation and performance without creating an excessive degree of stress. "Sports are still games."

Each of us has a role, and each of us has a responsibility for working in cooperation with other school staff, family, and other community agencies. We can have a powerful and positive influence on the health of student athletes.

"Opening speeches and topics were pertinent and interesting. They were really a pleasure to listen to and very beneficial to us all."

Jim Nirschl, Kimberly, WI

PERSONAL CONDUCT - ARE WE LOWERING OUR STANDARDS?

Edsel Matthews
Athletic Director
Springfield Public Schools
Springfield, Missouri

"Are we what we purport to be?" Like it or not we are role models. Our conduct and image extends beyond the playing courts and athletic fields. It seems in many instances the athletic community in America has sold out to a price it cannot refuse. Why else would professional and major college organizations allow telecasts to be dominated by beer ads? College schedules are printed, tickets produced and elaborate scoreboards paid for by alcohol and tobacco companies. Yet, most of the time when a high school or college athlete indulges in the sponsoring product, he is severely disciplined. We are setting a double standard.

Like the Watergate group, we often con ourselves into thinking we are not really doing anything wrong until we have lost control and are doing things illegally. We move from poor ethical behavior into being illegal without even realizing our circumstances.

Those who say you can't make rules and enforce them are wrong. We don't win with talent, we win with teamwork and discipline. Many coaches will tell you that individual players are better now than ever before, but the teams may not be as good. The reason given is there was stronger discipline and better teamwork in great teams of the past.

In athletics, we must have a program of standards. Just like we have team and individual goals, we must have team and individual standards of conduct. Some of these are abstract standards which are learned ways of acting. They are learned values and attitudes. Standards of conduct are developed just like blocking, tackling, dribbling and shooting. In the past few years, we have had violence in various parts of the country that resulted in law suits. The violence resulted from attitude problems. Without the parties involved realizing it, their standards had eroded away.

There are concrete standards that we can properly teach and visibly expect. We should expect our players and coaches to develop positive gestures, attractive appearance and good sportsmanship behavior. Players should be expected to perform small gestures of sportsmanship such as handing the ball to the official, reporting directly to the coach after being substituted for in a contest, helping opposing players to their feet, etc. Many times the question is asked, "Do we look like we act or do we act like we look?" Most of us would agree that we act like we look. Proper appearance enhances proper conduct and promotes discipline. We have no choice but to believe that athletics can change behavior to be positive, but we must take it upon ourselves to be that instrument of change. It just won't happen by accident.

High standards are absolutely necessary to reach desirable objectives in any program. There is no price too high to pay for a good reputation. Realistically, without proper conduct operating in our sports program, athletics will not only lose its integrity as an educational investment but may degenerate into a device that is determental to the best interest of the school and community. As athletic administrators, it is our responsibility to see that a proper code of conduct is developed and maintained through our entire activities program.

BUILDING SCHOOL SPIRIT AND MORALE

Vita Never
Assistant Athletic Director
Oak Forest High School
Oak Forest, Illinois

School spirit and high morale can be achieved for a short time through winning; however, coaches and athletes must receive other rewards and incentives on a consistent basis. These can be achieved through community support, continual evaluation for improvement, and most important, cooperative administrative leadership to "sell" the athletic program.

We attribute our success at Oak Forest High School to: (1) strong supportive leadership roles from the principals on down: (2) dedicated coaches with minimal coach turnover; (3) classroom teacher, secretary and custodial support for athletics; (4) equal emphasis on all sports along with male and female athletes respect for each other; (5) separate booster clubs for almost all twenty sports which encourages parental involvement; (6) separate banquets to honor athletes of each sport; (7) Hall of Fame for recognizing outstanding athletes and teams; (8) banners in gymnasium for team accomplishments; (9) sports assemblies at beginning and end of every season where every sport and coach is recognized; (10) extensive use of public address system for athletics; (11) Parents Nights; (12) hosting of many conference championship competitions and state level competitions; (13) cable coverage on numerous sports both team and individual; (14) yearly National Coaches Day breakfast; and (15) public relations consciousness with community leaders, parents, and newspapers.

The leadership role of the athletic director is the key to getting and keeping people involved in athletics. Public relations skills are very important to the athletic director. It is important to remember that athletic directors are educators and use this knowledge to build support for our program. It is not only our coaches responsibility to build teams, but our responsibility to make our entire program a team effort.

A strong program encourages school spirit, high expectations, and strong loyalties. A school that has high morale is also one in which people know and respect each other. It is important to allow everyone in the school and community to feel ownership in the athletic program. We can't expect people to stay involved without rewards and recognition. Communication is 95 percent of our job as athletic directors. We can't get lost in paperwork; our focus has to be on people!

BUILDING SCHOOL SPIRIT

Ron Stolski
Athletic Director
Brainerd, Minnesota

Brainerd is located 125 miles north of the Twin Cities area, and is surrounded by forests and lakes. It is a resort area that enjoyed moderate athletic success, in terms of both participation and enthusiasm. It was a place that people said could not be successful. Too many things to do for kids; too many distractions. We have enjoyed success. I want to share with

you today ideas that have helped us develop a program the entire community is proud of!

The first is to adopt a theme. We believe that everyone is someone's child - therefore all are worthy of our best effort because we must try to affect the lives of kids in a positive and meaningful manner. We believe we must have unity. Our theme is "The Warrior Way". It is an athletic department theme based on the principles of pride, discipline, loyalty, and togetherness. In a coach's hands it becomes almost a mystique. Here are the reasons why we like it:

1. It is a common theme that all our teams can use - unlike a homecoming theme, it has permanency.
2. It is unifying. Your way; our way; the Warrior Way.
3. It is a statement of purpose.
4. It is a standard.
5. It is a goal.
6. It is independent of winning. Sometimes our best coaching occurs when we have not won. You can be successful in the Warrior Way.
7. It becomes a coach's rallying point.
8. It is a system of behavior and conduct - a style!
9. It is a common theme used by faculty, parents, community.
10. It is a permanent base for a philosophy.

The second idea is that of an All-Sports Banquet. There are few things worse than a poor banquet; few things better, athletically speaking, than a good one. We felt we needed a first-class banquet to demonstrate to our community and staff the sense of unity and pride we are promoting. Our banquet has been very successful and has evolved into the athletic-social event of the year both in our school and community. We have around 900 - 1,000 attend yearly and tickets are at a preminum! Some ideas that make it successful:

1. The entire focus is on the athletes; primarily the seniors.
2. Our entire coaching staff is involved in the planning.
3. Athletes do not sell tickets. Invitations are mailed and reservations are made.
4. It is a sit-down dinner. The catering is done by our high school staff, served by volunteer students. Junior male and female athletes are hosts/hostesses.
5. Decoration. The gym is lavishly decorated. Fresh flowers on every table (125-150), etc.
6. Dinner music provided by a top student.
7. MC is head of speech department. Tux, tails.
8. The guest speaker is one who has demonstrated a broad understanding of the values of interscholastic competition.
9. Awards
   a. Spot-light ceremony for seniors. All lights out save the spotlighted senior athletes.
   b. Medalions to senior scholar athletes.
   c. Head coaches hand out MVP plaques.
   d. Large trophies to male and female Athlete of the Year.
   e. Special Olympians.
10. Scholarships are awarded.
11. "Special" - distinquished awards.
12. A very effective banquet ending media show (slides).

In summary, we make a concentrated effort to see that everyone in our program feels special.

ACADEMIC ELIGIBILITY REQUIREMENTS

Bruce McCoy
Athletic Director
Bellevue West High School
Bellevue, Nebraska

For a high school athlete to be eligible to compete, he/she must satisfy four kinds of eligibility requirements--academic, residency, age and prior participation. This report will deal exclusively with academic requirements.

The Nebraska School Activities Association has set the following minimal scholastic requirements for all athletes under their jurisdiction:

1. Current semester - To be eligible, the student must be taking at least 15 semester hours of instruction per week at the school the student represents in interscholastic competition.

2. Preceding semester - To be eligible, a student shall have credit on the school records for 15 semester hours of school work for the preceding semester. The term "preceding semester" means the semester in which the student wishes to participate in activities. The preceding semester rule is not to apply to students who are entering high school for the first time and have not competed or practiced with a high school team.

3. Opportunity to Fulfill Scholastic Deficiency - A student who fails to make 15 hours during the spring semester may make up as many as 10 hours during the summer in an accredited program. Such work must be completed and the grades recorded on the school records prior to September 1 or the opening day of school, whichever comes first, in order for the student to be eligible for varsity interscholastic participation the fall semester.

4. Incomplete Grades - If incomplete grades are the determining factor in whether a student has the required number of credits the preceding semester, the student remains ineligible until the incompletes are replaced by passing grades and the credits are on the records of the school.

5. Each individual school may set more stringent rules than the State Association's, but in no case shall the requirements be less restrictive.

6. The 15 semester hours of credit shall be such as will ordinarily be considered as advancing the student towards graduation.

Last year at Bellevue West, a committee of coaches and activities sponsors joined with me to update and standardize our academic eligibility rules, training rules and participation guidelines in the school district. We worked with Bellevue East High School personnel to further refine these new standards and make them consistent between the schools. We also wanted to respond to the "Nation at Risk" reports as it pertained to academic requirements.

In the academic area, we considered several new regulations, and finally agreed that the student had to pass four classes each semester to be eligible the next semester. We felt this was a step to make students more aware of the importance of doing their best and that at the same time it was not going off the deep end in the other direction and causing excessive turmoil to our

activities programs. It is interesting to note that the Nebraska School Activities Association is now considering proposing the same change in its guidelines but nothing official has come before the schools as yet.

At Bellevue West, it is still too early to determine what effect this new policy has had on our activities participants. Looking at first quarter grades, it would appear that the policy has not had any major effect.

At Bellevue West, we have all our academic regulations, as well as all other regulations pertaining to activity participation, printed in our student-parent handbook. Before school starts each year, we have a schedule pick-up at which time each student receives their handbook and sign for it so we can verify they received it. We also have announcements to each grade level at an assembly early in the year when we tell potential activity participants to review the regulations in the handbook. Coaches and sponsors are directed to go over the rules and regulations with their participants. We also post the rules and regulations in the athletic locker rooms and other places in the building.

Sponsors and coaches for individual activities can adopt stricter guidelines, but it has to be done before the season or tryouts begin, and it has to be agreed to and followed by Bellevue East High School as well. Sponsors or coaches present their proposal to the activities director, who goes over it with the other school for their reaction and affirmation or rejection. Two of our groups, cheerleaders and drill team, this year jointly adopted a slightly more rigid standard of checking grades quarterly and benching any participants with a failing grade until that particular teacher verifies that the grade has been raised to passing.

To monitor academic eligibility, we follow two basic procedures. For all returning students, the sponsor or coach is expected to check grades and determine the scholastic eligibility of each participant. They are then to report any discrepancies or deficiencies to the activities director or activities secretary for further research and a ruling. Coaches/sponsors are urged to keep abreast of the progress of all their participants and encourage them to perform to their maximum potential academically. The activities secretary or activities director will also spot check academic eligibility because of progress reports, verbal comments or other information presented to them.

For all new students, the activities secretary will research their transcript and attendance from the prior school to determine their academic eligibility. The findings will be presented to the activities director for review and when necessary, for a ruling. In the instances when data is not sufficient to determine eligibility, more information will be sought. If there are extenuating circumstances involved which create a hardship by making the student ineligibile by rule, a hardship request is sent to the Nebraska School Activities Association for final ruling, on the basis that the rule is not accomplishing the purpose for which it was intended.

We at Bellevue West recognize that activities are a viable and important part of education, but at the same time realize that academic achievement must be given a high priority of importance. Using these guidelines, we feel comfortable with what we are doing to make our students useful citizens and ones who feel a sense of accomplishment because of their successes in all aspects of school life.

"Workshops were designed to help with common athletic director problems. Presenters were very articulate and knowledgeable about their subjects."
Peter Dubey, Sumter, SC

PUBLIC RELATIONS

Cheryl Herman
Athletic Administrator
Burnsville High School
Burnsville, Minnesota

How does one generate and maintain interest in athletic events when the local newspaper coverage is always days old? Our district's two weekly newspapers are delivered on Sunday evening, 8-10 days after a reported athletic event. One part of the answer has been to get ahead with our sports news. The weekly newspaper which is delivered on Sunday evening contains not only a calendar of athletic events for the upcoming week, but coaches' comments about the games.

The space is provided by a bank sponsor. The bank has gotten favorable feedback, our coaches have heard from parents that the parents look foward to the sizing-up of the competition for the week, and people have come to games because they read the column and were interested in what the outcomes might be. For very little effort, the ball is rolling and the idea has good public relations payoffs.

Here's how it works. On the Thursday which is 10 days before the first day of the designated week, the athletic secretary sends a reminder to each head coach. All it says is "Please comment on games for the week of _____." At the bottom of the half sheet is the request "Please return by Monday noon." The secretary types the game information and the coaches' comments by Tuesday at 10:00 a.m. The newspaper picks up the "ad", it goes to press on Thursday, and the paper hits the homes the following Sunday.

Getting the process started took a little time, but not too much. The first step was in March, when head coaches were sent a half-sheet memo with these three sentences: "Don't ask what this is for. Trust me. What do you have to say about the competition we will have for your _____game on September 3-8?"

Step two was to approach a friend with an Apple Macintosh to ask her to create an "ad" design that showed a weekly calendar with game information listed in daily squares across from the appropriate coaches' comments.

Step three, late April, a copy of the "vision" of the ad was sent to the fall coaches. The accompanying note read:

> Here's what you've been waiting for!
> Objective: Publicity
> The Process: (explanation)
> Everyone Wins:
> 1. If the ad is run in the same location each week, people will acquire the habit of checking there for the BHS schedule.
> 2. If we have good coaches' comments, people will read it.
> 3. The paper will get an advertiser.
> 4. The advertiser will get readers.
> 5. We will get publicity.
>
> What I need to do yet:
> 1. Get a commitment from you to supply the comments promptly.
> 2. Sell the idea to the paper.
> What do you think?

The vote was unanimous: Go for it! Step four was to find an advertiser,

which was accomplished within 10 seconds of showing the format to the local newspaper.

Bugs? Very few. Monday morning reminders and some editing was needed at first; space was somewhat limited. After just a few weeks, however, the system became automatic. Weekly, it takes about 10 minutes for a secretary to send the reminders and about 15 minutes to type the coaches' comments onto one sheet. The coaches have no problem supplying comments within a couple of minutes and the newspaper picks up the ad. For 25 minutes a week minimum, the public relations and publicity is worth the time. The coaches like it. The students like it. The fans like it. The paper likes it. The bank likes it. The superintendent likes it. The board members like it.

PUBLIC RELATIONS

Ronny White
Forth Worth Independent School District
Fort Worth, Texas

In a large multi-school district such as Fort Worth we are faced with a tremendous publicity problems. Some of which have been and continue to be:

1. Divided loyalties of fans, past and present, between our 12 high schools.
2. A vocational high school that draws its enrollment district-wide.
3. Magnet schools that draw their enrollment district-wide.
4. Divided loyalties due to court-ordered busing of elementary and middle school students.

Additional complications in the past few years are:

1. Close proximity of major college athletic program and professional teams - TCU, SMU, Dasslas Cowboys, Dallas Mavericks, Texas Rangers.
2. Introduction of a girls athletic program.
3. Only one newspaper remains in print for a city of 400,000 and is no longer locally owned.
4. New reporters are assigned the responsibility of covering high school athletics and there is a large turnover of these reporters.
5. Influx of out-of-state individuals with no interest in our local schools and/or high school athletics.
6. Growing number of private schools with strong athletic programs.

Upon assuming the position of Director of Athletics three years ago, I evaluated these problems and developed the public relations policy we follow. Basically this is what we do in Fort Worth:

Local Newspaper

1. Meet with reporter(s) assigned to cover high school athletics each summer before the opening of school to determine information they desire for their reporting of athletic events. These meetings take place in my office, at my home, or in restaurants. An excellent method to foster goodwill with a young reporter is to feed him.

2. Furnish game and/or meet statistics weekly to the newspaper.

3. Assign school personnel to call in game reports of games or events not covered by local newspaper reports (high school and middle schoo.).

4. Keep newspaper apprised of any changes in coaching personnel and/or newsworthy happenings, i.e. rules violations, appointment of new coaches, etc. If you want to keep the local paper in your corner, they must be kept informed. If they find out something on their own in Fort Worth, the automatic assumption is a cover up on your part. Investigative reporting can and does carry over into athletics.

Television

1. Coaches, players, and members of the central athletic staff appear as guests on a weekly cable T.V. athletic talk show to discuss in-season activities and/or athletic policies.

2. Football, basketball, and baseball games are carried for delayed cable T.V. broadcast throughout the various seasons. Also our district swim and track meets are carried on cable T.V. with commentaries by coaches and short spot interviews with participants after each event.

Speaking Engagements

Each year the Fort Worth I.S.D. Communications Department (the district's public relations department) compiles a speakers list of administrators which is made available to civic clubs, parent-teacher groups, and student groups. The central athletic staff is included on this list. In fact I have informed the Director of Communications that I am available to speak on a very short notice about the athletic program.

Each year I will speak to a large number of civic, parent-teacher groups, and student councils, and I spend time in the high school journalism classes as an interview guinea pig. This assists the students in learning to interview and I am able to gain valuable friends among the students.

The most effective program of this type was one involving me and the head coaches for football, baseball, and girls basketball at one of our high schools. We each talked to the feeder elementary and middle school P.T.A. groups concerning the athletic program at the local level, district level, and state level, and this was followed by a question and answer session. It is my opinion that this endeavor is of a greater value than any media coverage we could possibly hope to obtain.

Local Campus Contacts

Probably the most effective public relations vehicle is the coach. These people are in daily contact with the students and the parents, and they meet weekly with their school's athletic booster club. We urge every effort to foster good relations in their community.

Diamond Club Card

Individuals age 65 and over retired district employees are eligible to obtain a Diamond Club Card from the school district that entitles them to attend athletic events free of charge. This is a good public relations gimmick, but it doesn't fill the coffers.

In closing I would strongly urge each of you, whether from a single school district or multiple school district, to make every effort to advertise your program whether in front of the T.V. camera or a P.T.A. group of two or three individuals.

STAFF EVALUATIONS

James C. Czanko
Director of Physical Education & Athletics
Kentwood Public Schools
Kentwood, Michigan

Since many of you are unfamiliar with our school system please allow me to give you some background information. Kentwood is a suburb of Grand Rapids, 35,000 people reside in Kentwood with 6,500 students K-12, high school enrollment is 1,900 with two middle schools and seven elementary schools making up our system.

We have interscholastic athletics on the middle school level with the assistant principals assuming the building responsibilities for direct administration and staff evaluations. They are under my administrative jursidiction in this phase of the program. I am the high school director of athletics with an assistant that also acts as our department chairperson. All coaches are evaluated by me after each season (over 40 coaches evaluated yearly). Each interview averages 30 minutes, some longer depending upon circumstances. It isn't taken lightly by me or the staff. A copy of each evaluation is kept by the coach, one by me, one is sent to the principal, and a copy sent to the assistant superintendent of personnel. The coach is given an opportunity not only for verbal rebuttal but also written rebuttal.

In order for evalutions to be meaningful to the staff, as well as the athletic director, certain things must be understood. They are:

1. If job descriptions are used, the evaluation form must be consistent with the job description.

2. The athletic director doing the evaluation must take the time to make sure he/she has spent enough time preparing himself/herself in the areas being evaluated.

3. A philosophy established and adopted by the board of education includes your athletic program. Your evaluation form should be measuring this criteria and not be subjective or based on won/loss record.

With all of the above in mind, let us look at you the athletic director and the actual process of "Staff Evaluations".

1. Staff evaluations are done with the sole purpose of improving the individual being evaluated so he/she will be a more effective coach..

2. A written evaluation after every season should point out strengths as well as weaknesses.

3. In all cases where future dismissal is to be considered, due process should be of concern not only to the athletic director but also the coach.

4. The positive outcomes to be derived from evaluations are:

   A. Strenghening of partnership between athletic director and coach. The ground work should be established early that the coach will coach and the athletic director will direct. Neither one should try to do each other's job. But should work together so they can do their own job effectively.

   B. Appropriate and effective recognition given to the coach and the job he/she is doing.

      1. Too often the won/loss record overshadows all other achievements or efforts of the individual.

      2. Evaluation should be objective so there are objective criteria to measure rather than opinions or subjective items.

   C. The evaluation should be done with the concept of teaching, supporting, and managing foremost in the minds of the coach and the athletic director.

      1. Keep in mind that you are the coach of coaches. Approach this responsibility in the same way as you once did with your team.

   D. Within the evaluation process an opportunity should be provided to the coach for him/her to feel good about himself/herself. If the evaluation is all bad, why was the person hired? Keep in mind that you or some other administrator hired that person so someone saw some good in the individual. If there is no good to be found, it must be documented and the person dismissed immediately.

   E. When people know where they stand with their boss, they feel more secure in making decisions. They know you will support them and, if need be, back them up.

   F. True professional mutual respect grows out of objective evaluations.

      1. It isn't easy to be objectively and in some cases can be very threatening.

      2. When the athletic director has communicated his expectations to his staff, it no longer is subjective evaluations, but becomes objective evaluation. This eliminates the personal aspect of the job.

5. The positive potentials of the evaluation are to:

   A. Enhance the dignity of the individual human being;

   B. Make people feel the job they are doing is important;

C. Humanize human relations;

D. Enhance the self-respect of all the parties involved;

E. Develop mutual realistic assessments of the strengths and weaknesses of the individuals involved;

F. Strengthen individual self-concepts of ability (help people to be realistic in assessing their abilities);

G. Reverse negative self-fulfilling prophecies;

H. Reinforce the self renewing capacity of human beings;

I. Keep individuals perceiving, becoming, and being as they work with young people;

J. Help individuals assume the responsibility for their own behavior.

6. The athletic director has to accept the responsibility for his evaluation as it is presented to not only the coach but also to to the superintendent and ultimately the board of education. To achieve this objective, you should consider the following:

A. Act with sincerity and integrity in your relations with your staff. It isn't important that they like you, but it is important that they respect you.

B. Maintain an open mind, don't lose your perspective and don't let what the parents say sway your thinking.

C. Demonstrate an appreciation of the worth and integrity of individuals in your daily relationships with your staff. If you don't care about them as people except when it is time for evaluation then this becomes very hypercritical.

D. You must accept the responsibility for your remarks. You've said it so if challenged, be prepared to back it up stand behind what you say.

E. Recognize your strengths and weaknesses prior to the evaluation. Don't hesitate to call upon others, (preferably qualified people that aren't on your staff,) for their opinions. This should be limited to the objective part of the evaluation, ie: Section B of the evaluation form titled "Skills", 1. Knowledge and presentation of fundamentals. It isn't practical to think that you can evaluate all coaches in all sports pertaining to their knowledge of fundamentals when your background is limited in this sport. It isn't a sign of weakness to go to outside sources for their input.

F. Your decisions should serve the common good of your community and the young people in your programs.

G. You should be able to adjust to the coaches method or style of teaching/coaching. Just because his/her style is different from yours doesn't mean it's wrong. Make sure you know how the young people involved in the program respond and react to this style.

In closing, the athletic director is responsible for the maintenance of quality programs. In order to have quality programs, you must have quality people doing quality jobs and they must know when they aren't doing their job as well as when they are. As you can see, the athletic director has a large responsibility placed upon his shoulders.

JOB DESCRIPTIONS FOR COACHES AND ATHLETIC DIRECTORS

Alan Mallanda
Director of Physical Education, Athletics and Health
Corning-Painted Post Area Schools
Corning, New York

The development of job descriptions for various positions within the Athletic Department is a vital key to the proper selection and performance evaluation of personnel within the department. I do not profess to be an expert in the area of writing job descriptions, however, I do feel that I've learned some things, basically by trial and error, that I can share with you. What works in one school district, does not necessarily work in another. Very often you have to adapt these ideas to your particular situation.

In actual situations the job requirements for any given job may be formally set forth, or they may exist only in the minds of the individuals who make the personnel decisions (hiring and retention). If this is the case, different people have different concepts of what the job entails. Therefore, it is important to establish written job descriptions, to be reviewed and edited by several key people or a committee. Only then is it clear to everyone - the employer and the employee - just what we are looking for in a candidate, and on what criteria that person's performance may be evaluated.

The most important function of the job description, is proper selection and placement of the candidate. Too often, and I have been guilty of this, we write the job description to fit the characteristics of someone who may already be in that position, and then adapt it, dependent on whether he/she has done a good job. Too often we write the job description with the underlying notion that we must justify the position and include every little detail performed. I think that when writing or re-writing job descriptions, it is important that we do not describe the position to fit an individual, but rather, select an individual to fit the position.

Quite a bit of detail may be needed in a job description, or it may be rather brief. The length depends primarily upon the complexity of the job. An assistant coach might require only one half page; but a good description of the director's (administrative) position might require several pages. It is easy to make a job sound far more important or far less important than it actually is. Most experts warn that the most frequent error is the inclusion of too much detail. A slight building up of responsibilities here and there - an emphasis on very occasional duties - and before you know it, the office boy's job can sound almost as important as the president's. Once again, a review by other key people or a committee might prevent this.

It is important at some point for you to decide what the intent or purpose is that you want to serve. If it is the selection of personnel, I feel it must be written in rather broad terms while retaining some specificity. If, however, the prime purpose is performance evaluation, then what you are really developing is a set of expectations or standards, or in other terminology, a set of performance criteria upon which the individual will be evaluated.

Contents of a job description written for selection of personnel should always contain the following:

1. Job Title
2. Qualifications - be specific; include a "catch-all clause" to provide for alternatives.
3. Reports To (Responsible to).
4. Supervises (Responsible for).
5. Job Goal (optional).
6. Performance Responsibilities (can be broken into areas of responsibility such as: program, personnel, budget, facilities, etc.) - general statements.
7. Terms of employment.
8. Performance Evaluation (How).

A list of expectations, standards, or criteria for performance evaluation would expand upon the area of performance responsibilities listed above and break them down into more specific job targets or job statements. It is important in either case to eliminate non-essential tasks (tasks not required of them) from the job description. Very often when reviewing job descriptions, these get included and become an expectation of the next person.

Lastly, I would warn, that statements in any job description or performance evaluation standard must be carefully thought through, written, and reviewed to avoid future grievances or union problems. I would suggest having it reviewed by a person who your school district might have at its disposal who is an expert in contract negotiations and implementation.

Once the job description and expectations are established, they become an integral part of the handbook for the district. As part of this, a clear line of responsibility should be drawn and explained from the board of education right down to the student. A clear delineation of responsibilities needs to be spelled out so that people are not overstepping their boundaries. A coach should not get into directing, and a director should not get into coaching.

In conclusion, I would say that there are many things that good coaches and athletic directors do that go beyond the scope of their job descriptions or performance expectations. This is what makes them special people. These are the qualities that often cannot be written down because they are human traits that are so essential to these jobs. Two identically qualified people can perform the same job functions, but who is successful often depends on the unwritten human trait.

BUDGET PREPARATION

George Long
Athletic Director
Urbandale Community Schools
Urbandale, Iowa

High school sports, at no other time, faces a more serious challenge than they do today. Whenever there is a financial crunch, one of the first victims is the athletic program. Finances is one of the most serious problems facing the athletic director today. While colleges and high school athletic programs across the nation are cutting back--we refuse to sit back and watch a similar

situation take place in our program. The days are gone when all you had to do was open up the doors and the people would flock into your gym.

In Iowa, the legislature determines how much money each school receives. The school districts pay for coaching salaries and in some cases--transportation. Aside from that, gate receipts determine your budget in most schools in Iowa. The answer to our financial problem was to reduce the athletic budget expenses and to increase athletic revenue.

Your response may be "Mr. Speaker, that sounds very simple, but (1) how do you reduce athletic budget expenses at a time when prices are sky rocketing everywhere, and (2) how do you increase athletic revenue at a time when our athletic budgets are being slashed and people are not coming to our games because of cable T.V., and we are fighting numerous groups for the entertainment dollar?"

Preparing a good workable budget is of prime importance in this effort. Urbandale coaches are responsible for taking accurate inventories of their supplies and equipment - which allows them to find out what their real needs are. Coaches list their requests for the following year in order of priority with prices for each item. The projected anticipated income is from (a) gate receipts, (b) income from general fund for protective equipment, and (c) monies from our J-Hawk Booster Club. Once we know our projected expenses and income, I work with our coaches and booster club on ways to decrease our expenses and increase our income, depending on how our budget figures out.

The way to reduce expenses is not to pay for something that someone else will pay for. Examples:

1. Free scoreboards - advertisements on scoreboards at softball field, baseball field, and football stadium.

2. Volunteers have built bleachers at the football stadium - 3,500 seats, baseball field - 1,000 seats, and at the softball diamond - 1,700 seats.

3. Volunteers have built restrooms at football stadium, baseball and softball fields.

4. Volunteers have built concession stands at the high school gym, football stadium, baseball and softball fields.

5. Volunteers have built press boxes at the outdoor stadiums.

6. Baseball and softball lights have been donated.

7. An underground watering system has been installed at the softball and baseball fields and the football field to be paid for by both individual and business pledges.

8. We take part in co-op purchasing - schools bid on athletic equipment; we save 25 to 50%.

Steps we have taken to increase revenue are:

1. Improve gate receipts
   a. Season tickets.
   b. We sell Family Punch tickets for the winter sports, softball and and baseball.
   c. Activity Tickets are sold to students.
   d. We work at publicizing our events by placing posters for all sports in all of the schools and in businesses around town and

by sending news releases to the media.

e. Group Sales - we sell blocks of tickets to businesses and offer discount coupons - 50¢ off regular price of ticket for - example - "Beat Boone Night."

f. We have a "Christmas in the Gym" at a basketball game near Christmas. All sorts of gifts are donated by merchants. The fans buy numbered tickets and at intervals throughout the night, the numbers are called by Santa and the gifts awarded.

g. We try to offer interesting half-time entertainment.

2. Corporate sponsors are solicited for the 82 tournaments we host throughout the year.

3. Athletic physicals are offered to our athletes for a relatively small fee. The physicals are given in the high school gym area and the doctors donate their services.

4. Ads are purchased by area businesses for the football program which is sold at all home football games. This project brings in about $5,000.00.

5. Our athletes collect pledges from people in the community for a Swim-A-Thon, Lift-A-Thon, Run-A-Thon, and a Walk-A-Thon.

6. We operate a J-Hawk Shop at all athletic events and also have one set up at a super market. Many items are sold at these shops such as jackets, shirts, sweat suits, caps, pennants, pins, etc. These shops turn in $6,000 to $8,000.

7. We raffle off game balls and many other items that are donated by merchants in the community. These raffles bring in $300 to $500 a game.

8. Our High School band organizes and carries out a paper drive several times a year.

9. The booster club operates concession stands at every athletic event for a profit of $40,000 a year.

10. Our Booster Club membership dues brought in $17,000 this year. We offer several membership options, which are:

a.	Century Club	$100 or more
b.	Blue & White	50
c.	Quarter Club	25
d.	Letterman	15
e.	Regular	10

11. Urbandale hosted 82 tournaments this year. Next week, we will host the McDonald's Girls Holiday Basketball Classic which includes 11 separate tournaments and features 53 teams.

12. We sell "I Support Urbandale Athletics" buttons. This not only brings in money, but helps to keep school spirit high in the community.

13. We charge for all spectator sports - grades 9-12.

14. Ads are sold for the back of the sideline benches on the football field and on the back and front of the scoreboard.

15. We receive income from offering "Barbecue Days," Chili Suppers and Pancake Day.

16. The Booster Club operates a Ring Toss Game Booth at the Urbandale Fourth of July celebration. The income from that booth ranges from $1,500 to $2,000 per year.

17. Having special events, such as engaging the basketball team, "The Harlem Magicians," and Michael Jackson look-alike, Michael Jason, etc. all add to our revenue.

18. We have been able to completely renovate the football field and install a new all-weather track by selling square yards of the football field and meters of the track to people in the community and to businesses. One square yard and one meter sell for $15.00. Pledges are taken and payments can be extended over some time.

In conclusion, if there is a will, there is a way. If you need facilities, find a way to build them. Get your booster club active. If you have trouble meeting your budget, find ways to decrease expenses and increasing your revenue. It is working at Urbandale, and it can work in your school, too.

"It was my first National Conference. I thought the entire conference was informative and very beneficial."

Fred Yagodinski, Luxemburg, WI

"WHAT SETS PRIVATE SCHOOLS APART"

Tom Bryan, Athletic Director
Hawken School
Gates Mills, Ohio

In preparation I felt that my best approach would be a general topic "What sets private schools apart." As I briefly outline some of these areas, you might want to jot down those of interest to you. I am going to leave time at the end to develop those areas of interest and concern to you in more depth.

Hawken School is located on the east side of Cleveland, Ohio. We have 900 students - 380 at our High School. They are housed on two campuses fifteen minutes apart. Our High School has 340 acres - We have been in existance since 1915 - established a High School in 1961 - and changed from an all boys school to a co-ed school in 1970. Presently we have 17 varsity sports and a total of 34 teams - we are independenct in some sports and league affiliated in others - Formerly we were members of a local public school league but withdrew - we have been members of the State High School Athletic Association for the past 11 years - We are highly academic - all students go to college with emphasis on the highly selective schools.

What makes us different.

1. No Cheerleaders - never have - never will. This past fall 70% of our student body participated in athletics on a voluntary basis.

2. On one given Saturday this year we had a schedule that included an 8AM golf match - two field hockey games at 10:30AM - varsity and junior varsity volleyball at 11:15AM - girls tennis at 11:30 - 4 soccer games (all

at the same time) at noon - football at 2PM - and a cross country meet at half time.

3. Our coaches are not paid extra for coaching/and I do not get an extra salary as athletic director - our boss chooses to call these duties our "5th Dimension."

4. Many coaches are classroom teachers - problems can arise.

5. We have hired several retired public school coaches in the past several years -

6. We have one gym and co-ordination of scheduling is a problem.

7. We were the first to hire five football officials and we are the only school in the area to use four officials for freshman games -

8. We have a no-cut policy.

9. We sponsor several tournaments that include teams from out of town - our students house them in their own homes.

10. Several of our athletes play more than one sport during a given season.

11. We do no play - nor do we practice during Christmas vacation.

12. We do not charge admission for home contests.

13. We use our plant in the summer for a Day Camp that brings into our school a quarter of a million dollars each summer in a six week span - (I act as a consultant).

14. Each spring we play doubleheader baseball games every Saturday with three other teams - Describe.

15. We use vans rather than busses to travel.

16. Our high school budget is approximately $60,000.

DEVELOPING AN ATHLETIC PROGRAM IN A HIGHLY ACADEMIC PRIVATE SCHOOL

Bob Koesser
Director of Athletics
Phoenix Country Day School
Phoenix, Arizona

Six years ago I accepted a difficult challenge I became an Athletic Director at a highly academic private school. The Athletic program had no leadership or structure. Athletics were just not important.

One of the first things I did was to develop an Athletic Policy Manual. If you don't have one, please work on getting one. Without one, it's like

trying to sail without a rudder. It gives you organization and it gives your program backing. We make our manual accessible to the public necessary.

Obviously, without the administration supporting your program, it's like trying to paddle upstream without a paddle. I like the illustration about the big league manager who had a dream he was in heaven. Everywhere he looked he saw a Hall of Fame Player, so he formed a team. The phone rang - it was the devil. "I have a team that can beat yours," said Satan. "Impossible," bellowed the manager. I've got the greatest players of all time. Yeah, replied the devil, but I've got the umpires. So the guys that call the shots have to be on your side for your program to succeed.

Besides your administration, your program must have the support of the faculty. They must be positive about the program. We want the faculty to be involved. Each year we have parent-faculty vs. student athletics contests. They have built comradery among parents, faculty, and students.

Your personality as an Athletic Director is also very important. Being friendly and outgoing will finally become contagious. Show your faculty that you are willing to work with them. Communicate with them. Reuben B. Frost in his book, Administration of Physical Education and Athletics, states "there is perhaps no reason, excuse, or alibi that is used to explain failures as often as lack of communication." We don't want failures. Every Monday we publish a flyer called "PCDS Sports Update." It gives results of last week's games, upcoming games, and dismissal times. Everyone, within the school receives a copy of it. Communication and public relations do not stop here. You as an Athletic Director must make yourself visable and, be available to talk about your program. Use your media since they are eager for special intered articles. The main paper in Phoenix has done two major articles on the development of our program.

One of the most difficult problems I have come up against is obtaining quality coaches. We used to just get someone to fill the position. Now, we search for competent people. Your program will falter with people who do not know what they are doing. If you do not have an experienced coaches, it becomes your job to educate them. Send them to clinics and get literature that will be helpful to them. We are not only striving for excellence in academics, but athletics as well. Impress upon the administration the total education concept.

Since your coaching staff is the backbone of your program, I found it helpful to do special things for them. Allow in your budget funds for coaching jackets, caps, and shirts. This is outstanding public relations. Also, have special parties and get togethers for your coaches.

An Athletic Booster Club can be an important asset to your program. Our club works in conjunction with the Varsity Letter Club. School spirit and financial support are the two main goals of the club. The Booster Club must realize from the start that their job is to support athletics not run them and make decisions about the program.

In developing your program, you better not ignore your support people. Your secretary, maintenance staff, school nurse, cafeteria people, are all important for the success of your program. Do special things for them. For instance, on Blue/Gold day we gave each of our cafeteria staff an Eagle athletics shirt. Be appreciative. Don't pass up the opportunity to recognize them. It's the little things that make the difference.

Finally, treat your program with class. At the end of each year, we put on a first class athletic banquet. Make it a quality, formal affair. When you do this, you will gain respect for your program.

At Phoenix Country Day School we feel very lucky. Our program has come a long way. We have outstanding facilities and are presently in the process of having an $800,000 new athletic facility constructed. People at Country Day now care about the program. They realize how important it is to have a healthy balance between the academic program and athletics. Remember where the leadership lies - with you.

In the development of your program, no matter what problems you encounter keep your sense of humor. Best of luck to each and everyone of you in the development of your athletic programs.

"A highlight for me was the friendships begun or strengthened in a conference environment. Also enjoyed sharing problems and solutions and acquiring new information."

Ellen Cassidy, E. Lansing, MI

COOPERATIVE PURCHASING

Fred Smith
Ankeny High School
Ankeny, Iowa

For some 15 years, a large number of schools in the central part of Iowa have been voluntary participants in a cooperative purchasing program. Over 90 schools have combined to pool their equipment needs, and through a continued effort at system refinement are annually saving thousands of dollars.

Through the state-structured area education agency unit named Heartland Aea, the 91 school districts are saving on the average, about 30% on items needed to provide the best possible educational environment for their students. With the Aea unit acting as the clearing-house, a cooperative purchasing staff of 3 employees and an advisory/steering committee made up of member school administrators, the participating schools can realize savings through quantity purchasing in 8 equipment areas. These areas, in addition to Athletics and Physical Education, include paper and paper products, food service supplies, furniture and office equipment, custodial supplies, audio-visual equipment and instructional supplies.

Over the years, development of the program has brought about improved procedures in scheduling all program timing facets, a solid structure for specifications-writing, solid procedures for vendor bidding, ordering, shipment receiving and warehousing. Experience, most good, some not, has helped both the clearinghouse staff and the advisory committee put together a quantity purchasing structure which benefits all program participants. The smooth operation of the cooperative purchasing program has resulted from acceptance by the receiving schools' personnel. The patience of the member schools' staffs as standardization of equipment has been worked toward, has been paramount. The honest efforts of the program leadership in specification writing, to get the schools what they indicate they need, has made acceptance rather easy; especially during the transition of the school consumers using an item different in brand name from what they might be accustomed to.

Although problems occasionally cause staff or advisory committee frustrations, none have ever caused those involved to question the continuance of this cooperative purchasing effort.

SPORTS PARTICIPATION FEES

Neil McCauley
Athletic Director
Naperville North High School
Naperville, Illinois

In 1976, Naperville School District, as many other districts across the country, went through severe cutbacks. We were able to keep all of our sports, but lost several levels. At this time, we instituted what some term as a "Pay for Play" program.

Before we started this type of a program, there were many philosophical items that had to be discussed and agreed to with the Board of Education. These, I feel, are imperative before instituting a pay for play operation.

1. That athletics are an integral part of the educational program. The school district has a commitment and, therefore, is obligated to a certain portion of the athletic budget. The Naperville School District pay coaches salary and team transportation.

2. That athletics should not have to subsidize the general education program. Any monies generated through athletics, i.e., gate receipts, athletic fees, season tickets, tournament receipts, should remain as part of the athletic budget.

3. That monies remaining at the end of the fiscal year still are athletics. We have developed an escrow account which is closed on June 30 each year and the monies transferred to the general education fund. On July 1, the monies are transferred back.

The advantages of "Pay for Play" are:

1. Increased Budget - Money for athletics has doubled in the past eight years.

2. Hosting Tournaments - Income gained made it worthwhile considering the extra work.

3. Coaches Volunteer to Work - Out-of-season coaches donate time because the money saved will benefit their programs.

4. We are in Control of our Program - Athletic staff works well together because there are benefits to everyone's program.

The disadvantages are:

1. Some students cannot afford the athletic fee - If a student is on a free lunch program, we waive the fee.

2. Collection of the Fees - Coaches make sure fees are paid in the athletic office (not to the coach).

3. Increased Paperwork - Any time another item is added to ary athletic program, paperwork is increased.

In our conference, seven of the eight schools have an athletic fee. The fees range from $12 to $25. Not all of the programs are constructed like ours, but I feel that ours is the fairest and the best. It is extremely

important that the school board understand the value of athletics and develop a philosophy that you can accept. I believe that this program has not only saved our athletic program but has improved it. We have reinstated nearly all of the cuts that were made in 1976 and have added new sports and/or levels and are serving our students better than ever because now over 60% of our student body is receiving the benefits that we all know are achieved through athletic participation.

"Clements was outstanding. Generally the best group of general session speakers the Federation has put together."

Lee Kennicke, Winnetka, IL

MARKETING YOUR VIDEO TAPE

Jim Bartlett
Griffith High School
Griffith, Indiana

The advent of video taping high school athletic contest has opened up many new avenues for utilization. The flexibility of taping rather than filming, plus the financial savings involved, has made a major impact upon most athletic programs.

There are a couple of ways I would like to suggest for further utilization of your video tapes, and thereby adding financial revenue to your athletic department.

PUBLIC RELATIONS AND HIGHLIGHT TAPES

It takes a minimal amount of effort to produce a video tape promoting your school and your athletic program. This tape may be utilized for community service clubs, booster organizations, and other public appearances; all of which may produce financial assistance to your program.

THE CABLE TELEVISION MARKET

"Video Taping" of your contest by an area cable television system can be profitable not only to your local athletic department, but may be a financial supplement to your conference, league, district, etc. The contract being utilized by Griffith High School and the Lake Suburban Conference of Northwest, Indiana, follows:

AGREEMENT

AGREEMENT made and entered into this first day of September, 1984, by and between US CABLE OF NORTHERN INDIANA, an Indiana limited partnership, (hereinafter referred to as "US Cable"), and CALUMET HIGH SCHOOL, CROWN POINT HIGH SCHOOL, GRIFFITH HIGH SCHOOL, HIGHLAND HIGH SCHOOL, LAKE CENTRAL HIGH SCHOOL, LOWELL HIGH SCHOOL, and MUNSTER HIGH SCHOOL, as members of the Lake Suburban Conference, (hereinafter referred to as "Schools") WITNESSETH:

WHEREAS, US Cable owns and operates a community antenna television system in and around Lake County, Indiana; and

WHEREAS, US Cable and the Schools desire to enter into an agreement regarding the video taping of certain athletic events for public viewing on the cable system.

NOW THEREFORE, in consideration of the covenants and conditions herein contained and for other good and valuable consideation, the receipt of which is hereby acknowledged. It is mutually agreed as follows:

1. License. The Schools hereby grant to US Cable the sole and exclusive license to video tape, distribute, transmit, display, exhibit and perform (herein collectively "program") any and all athletic events held, played or performed in or at any School in the Lake Suburban Conference by the students and athletes of said school.

2. Nonstandard Television. The license herein granted shall be restricted to programming on nonstandard television which shall mean any and all forms of television exhibition and display (other than "standard television") including without limitation all forms of cable television. "Over-the-air" subscription or pay television, closed circuit television and all "stand alone" and multi-point distribution service exhibitions on a subscription, license, rental, sale or other basis.

3. Delayed Programming. Unless otherwise agreed in writing by the parties hereto, all programming shall be shown on a "nonlive" one (1) hour or more after the conclusion of the contest delayed basis.

4. Preediting Rights. The athletic director or his designee of each School participating in an athletic event shall have the right to edit, cut or eliminate portions of any video reproduction, provided that said athletic director notified US Cable of his desire to view or edit within the capsulated period of the contest or immediately after the completion of the athletic event. Failure to notify US Cable within said time shall automatically terminate any and all preediting rights by the Schools.

5. Term. The term of this agreement shall be for a period of one (1) calendar year commencing on the date of the execution of this agreement subject to earlier termination as hereinafter provided.

6. Physical Materials. US Cable shall be the sole and exclusive owner of any and all video tapes filed, prepared, or taken in connection with this agreement and it shall have the exclusive right, subject to paragraph 4 hereof, to make such cuts or elimination from the video tapes as may be necessary to conform to time requirements or its general standards regarding quality of programming. US Cable will not make any alterations which would or could cause a substantial misrepresentation of the original action which occurred during the athletic event.

7. Video Tapes. US Cable will deliver to each school participating in an athletic event which was video taped by US Cable pursuant to this agreement one (1) one-half (½) inch VHS video tape of said athletic event as finally edited for programming within one (1) week after the event at no cost to the respective participating school. US Cable shall have the right to erase or destroy any video tape after the expiration of this agreement. US Cable further agrees not to distribute any video tape or film of any athletic event or highlights of any event to schools other than the schools participating in the event.

8. License Fee. US Cable will pay to the School which is the "home" School "hosting" the athletic event (hereinafter the "Host School") the sum of Seventy-Five Dollars ($75.00) for each regularly scheduled athletic event and One Hundred Dollars ($100.00) for each conference, holiday, and invitational tourney which is video taped and programmed or exhibited on its cable network. In the event US Cable is prevented from video taping at any time within twenty-four (24) hours prior to the scheduled athletic event due to mechanical failure of its equipment then US Cable shall be responsible for paying said license fee to the Host School. The license fee shall be paid not later than thirty (30)

days after the completion of the athletic event. US Cable will also remit to the Lake Suburban Conference the base fee of $700.00 for total rights of highlight taping of athletic events throughout the term of this contract. This base fee of $700.00 shall be paid to the Lake Suburban Conference not later than thirty (30) days after the ratification of the yearly contract.

9. Expenses. US Cable shall be responsible for and pay all expenses incurred in connection wtih any video taping including any additional custodial or supervisory charges which might be incurred by the Host School provided that such additional charges have been agreed upon prior to the video taping of the athletic event.

10. Equipment. US Cable shall be solely responsible for providing at its expense any and all equipment, cameras, vans, wires, cables, or other property necessary or appropriate to video tape any and all athletic contests. The Host School agrees to provide US Cable with access to each and every athletic event which is reasonably necessary to allow US Cable to video tape the athletic event with commercial quality with final approval to be granted by the host Athletic Director and/or Principal.

11. Advertising. The parties recognize and agree that before any athletic event is video taped that US Cable must secure sufficient revenue from local advertisements to cover the expenses of the video taping and programming. Therefore, US Cable cannot make any warranty or guarantee that any particular athletic event will be video taped and/or programmed. However, in the event an athletic event is video taped, then US Cable hereby agrees that no alcoholic beverage, tobacco, or political advertisers shall be permitted to advertise in connection with any video taped athletic event. US Cable also agrees to provide to the Host School at no cost, a one (1) minute time period during the programming of each athletic contest for promotional purposes.

12. Highlight Programs. US Cable shall have the right during the term of this agreement to utilize any portion of any video tape of any athletic event in any program consisting of highlights of US Cable programming and to exhibit such portion or portions as part of such program as US Cable may determine at its sole discretion without further license fees to the Schools. Highlight of any athletic event not covered under item #8 above shall be limited to a total broadcast time of three (3) and one-half (½) minutes or less per event.

13. Unlimited Programming. US Cable may not make more than two (2) programmings of any video tape which was made and paid for pursuant to this agreement without the permission of the host school.

14. Restricted Access. The Schools agree that they will refrain from video taping and/or programming on local access channels any athletic event within seven (7) days after the completion of the athletic event if US Cable has notified the Schools that it intends to video tape said athletic contest at least seven (7) days prior to the athletic event.

15. Default. In the event of default in the performance of the terms and conditions of this agreement upon thirty (30) days prior written notice to the defaulting party.

16. Insurance. US Cable shall maintain during the full term of this agreement public liability insurance with limits of not less than Five Hundred Thousand Dollars ($500,000.00) per person, One Million Dollars ($1,000,000.00) per occurrence, and Fifty Thousand Dollars ($50,000.00) for property damage. A certificate of said insurance shall be delivered to each School upon request.

17. Indemnification. US Cable agrees to indemnify and save the Schools harmless from and against any and all damages, expenses (including reasonable attorney fees) liabilities, and costs incurred by the Schools or any of them as a result of any action taken by US Cable pursuant to this agreement unless

caused in whole or in part by the action of any School.

18. Entire Agreement. This agreement contains the entire agreement of the parties hereto and thereby supersedes all prior written or oral agreements. This agreement may not be amended except by an instrument in writing signed by all parties hereto.

IN WITNESS WHEREOF, the parties have caused this agreement to be executed the day and year first above written.

US CABLE OF NORTHERN INDIANA

By: _____

Date: _____

CALUMET HIGH SCHOOL

By: _____

CROWN POINT HIGH SCHOOL

By: _____

GRIFFITH HIGH SCHOOL

By: _____

HIGHLAND HIGH SCHOOL

By: _____

LAKE CENTRAL HIGH SCHOOL

By: _____

LOWELL HIGH SCHOOL

By: _____

MUNSTER HIGH SCHOOL

By: _____

In closing, I would just like to state that high school athletics can provide a marketable product. There is no reason why we should not pursue the financial benefits as is done in professional and college athletics.

Thank you very much for your interest today, I hope I have offered you some food for thought on this matter.

SPORT GOOFY

STANDING FOR THE IDEALS OF HIGH SCHOOL SPORTS

★ COMPETING FOR FUN ★ SPORTSMANSHIP

★ TRYING YOUR BEST ★ TEAMWORK

National Mascot of High School Sports

© WALT DISNEY PRODUCTIONS

COMPOSITE INDEX

NATIONAL CONFERENCE PROCEEDINGS

SITES AND DATES

San Diego, California	December 12-15, 1976
Omaha, Nebraska	December 11-14, 1977
Louisville, Kentucky	December 10-13, 1978
Dallas, Texas	December 9-12, 1979
Atlanta, Georgia	December 14-17, 1980
Las Vegas, Nevada	December 6-9, 1981
Indianapolis, Indiana	December 12-15, 1982
Orlando, Florida	December 9-12, 1983

ADMINISTRATION — GAMES AND MEETS

"Apple II Quick File ..... Orlando, p. 21
Otis Sennett, Retired Athletic Director, Baldwinsville, NY

"Crowd Control Guidelines" ..... Las Vegas, p. 34
Don Riviere, Director of Athletics, Alexandria (T.C. Williams), VA

"Crowd Control Recommendations" ..... San Diego, p. 68
Don Ford, Athletic Director, Racine (Case), WI

"Security and Crowd Management" ..... Las Vegas, p. 40
Lee Joseph, Assistant Commissioner, Los Angeles (L.A.-CIF), CA

"Computerizing the Athletic Office" ..... Indianapolis, p. 14
George Lovich, Athletic Director, Livonia, MI

"More on Computers" ..... Indianapolis, p. 15
Father Harry Jansing, Athletic Director, Louisville (Trinity), KY

"Restitution — An Option for Athletic Codes of Conduct" ..... Orlando, p. 25
Dave Stover, Athletic Director, Charles City, IA

"There's a Computer in Your Future" ..... Atlanta, p. 17
Father Harry Jansing, Athletic Director, Louisville (Trinity), KY

ADMINISTRATION — STAFF MANAGEMENT

"A Job Description and Department Philosophy" ..... Indiana, p. 13
John Youngblood, Athletic Director, Arlington, VA

"Assistance to the New Athletic Director" ..... Dallas, pp. 74, 77, 78, 79
Richard Hendrickson, N. Little Rock, AR, p 74
Bob Williams, Orlando, FL, p. 77
Gordon Hill, Alexandria, VA, p. 78
James Dillon, Glen Burnie, MD, p. 79

"Assistance for the New Athletic Director" ..... Atlanta, pp. 53, 56, 60
Lou Kaczmarek, Athletic Director, Franklin, OH, p. 56
Joe Means, Athletic Director, Round Rock, TX, p. 53
Nicholas Zsoli, Athletic Director, Wilton, CT, p. 60

"Assistance for the New Athletic Director" ..... Las Vegas, pp. 5, 8
Blake Ress, Asst. Princ., Shelbyville, IN, p. 5
Ray Ehlers, Activities Director, Lexington, NE, p. 8

"Coach-Athletic Director Relationship" ..... Indianapolis, pp. 19, 22
Leonard Mohlman, Athletic Director, Shawnee Mission, KS, p. 19
Roger Schroder, Athletic Director, Indianapolis, IN, p. 22

"Coaching Expectations" ..... Orlando, p. 13
George Egofske, Athletic Director, Richton Park, IL

"Coaches — The Athletic Director's Most Important Asset" ..... Las Vegas, p. 65
Nicholas Zsoli, Director of Athletics, Wilton, CT

"Confronting Cutbacks in Staff and Programs" ..... Indianapolis, p. 49
Dr. Gerald Linneman, Athletic Director, Chesterfield, MO

"Coping with Declining Enrollments" ..... Las Vegas, p. 22, 24
Peter Altieri, Administrator of Athletics, Glendale, AZ, p. 22
Tom O'Driscoll, Director of Athletics, Rolling Meadows, IL, p. 24
"Criteria to Follow When Cutbacks Become Necessary" ..... Indianapolis, p. 48
Jack Jones, Athletic Director, Webster Groves, MO
"Developing a Staff Manual" ..... Louisville, pp. 33, 46
Gilbert Miranda, Athletic Director, Albuquerque, NM
John Youngblood, Athletic Director, Arlington, VA
"Evaluating Coaches" ..... Atlanta, pp. 19, 21
Dr. Sam Adams, Associate Professor, Washington State University, p. 19
Roger Young, Athletic Director, Pickerington, OH, p. 21
"Evaluating Our Greatest Resource — Coaches ..... Orlando, p. 16
Mark Higdon, Activities Coordinator, Gillette, WY
"Guidelines and Procedures for Athletic Directors" ..... Indianapolis, p. 18
George Hidinger, Athletic Director, Cedar Rapids, IA
"Guidelines for Decision Making" ..... Dallas, p. 17
Jim Sheehan, Communication Consultant, Arlington Heights, IL
"In-Service Training" ..... Atlanta, pp. 45, 50
Paul Swanson, Athletic Director, Madison (LaFollette), WI, p. 45
Bob Wilson, Athletic Supervisor, Denver, CO, p. 50
"Negotiating Coaches Contracts" ..... Orlando, p. 41
Robert Conklin, Director of Athletics, Denver, CO
"Personnel Action Procedures" ..... Las Vegas, p. 51
Chuck Holland, Assistant Principal, Tampa (Hillsborough), FL
"Record Keeping" ..... San Diego, p. 58
Rollie Platz, Athletic Director, Medina, OH
Jim Upperman, Athletic Director, Penn Laird (Montevideo), VA
"Reducing the Risk of Personal Liability" ..... Omaha, p. 24
John Gradwohl, Professor at Law, University of Nebraska
"Salary Schedules and Negotiating Strategies ..... Orlando, p. 40
Murney Lazier, Director of Athletics, LaGrange, IL
"School Consolidation" ..... Orlando, p. 11
Dennis Kiley, Director of Athletics, Jackson, MI
"Special Concerns of Athletic Directors ..... Orlando, p. 8, 9
Stephen Wendelboe, Athletic Director, New Palestine, IN
Brother Francis Carr, Director of Athletics, St. Paul, MN
"Staffing Alternatives" ..... Atlanta, pp. 38, 41, 42
Richard Maher, Athletic Director, Sturgis, MI, p. 38
Alice Townsel, Assistant Director, Miami (Dade County), FL, p. 41
Mike Winant, Athletic Director, Arvada, CO, p. 42
"Staff Evaluations" ..... Indianapolis, p. 44
James Czanko, Director of Physical Education and Athletics, Kentwood, MI
"Staff Evaluation Techniques" ..... Indianapolis, p. 46
Glen Nelson, Associate Principal, Shawnee Mission, KS
"Staffing Problems and Financial Crisis" ..... Omaha, p. 3
Lyle Butters, Athletic Director, Littleton, CO
"Staff Organization and Communication ..... Las Vegas, p. 21
Edward Payne, Director of Athletics, Middletown, OH
"Staff Selection and Retention" ..... Omaha, p. 48
Dave Balmer, Athletic Director, Hartland (Arrowhead), WI
"The Miracle of Management" ..... Atlanta, p. 27
Philip Steffen, Philip D. Steffen Associates, Inc., Marietta, GA
"Time Management" ..... Omaha, p. 59
Jim Huge, Superintendent of Schools, Casper, WY
"Your Position on the Administration Team" ..... Dallas, p. 5
William Farney, State Athletic Director, Texas Interscholastic League, TX
"Your Staff is Your Team" ..... Louisville, p. 21
Carl Maddox, Athletic Director, Louisiana State

"What Every Athletic Director Should Tell Coaches" ..... Louisville, p. 5
Dr. Albert Burr, Principal, Ballwin, MO
"Young People — America's Greatest Resource" ..... Orlando, p. 5
George Steinbrenner III, New York Yankees

BUDGET AND FINANCE

"Are Participation Fees the Answer?" ..... Indianapolis, p. 24
Ed Manchester, Athletic Director, Menomonee Falls, WI
"Booster Clubs Help Fill the Gap" ..... Las Vegas, p. 26
George Long, Director of Athletics, Urbandale, IA
"Booster Clubs — Special Promotions" ..... Las Vegas, p. 28
Bob Madding, Director of Athletics, Barrington, IL
"Budget Ballistics" ..... Omaha, p. 9
Warren Bowlus, Athletic Director, Davenport, IA
"Corporate Involvement in Athletics" ..... Indianapolis, p. 38
Larry Arason, Athletic Director, Santa Ana, CA
"Determining Coaching Salary Differentials" ..... San Diego, p. 38
Leroy Z. Compton, Athletic Director, Indianapolis, IN
"Dollar Stretchers" ..... Louisville, pp. 37, 62
Otis Sennett, Athletic Director, Baldwinsville, NY
Wayne Taylor, Athletic Director, Miami, FL
"General Fund Support for Athletics" ..... Louisville, p. 64
Dr. Joan M. Parent, National School Boards Association, Foley, MN
"Guidelines for Individual Group Funding" ..... Indianapolis, p. 47
Rodger Estes, Athletic Director, St. Louis, MO
"Management of Fund Raising Programs" ..... San Diego, p. 63
Lynn Eilefson, Executive Director, Bulldog Foundation, Fresno State University, CA
"Participation Fees" ..... Indianapolis, p. 23
Ron Jones, Athletic Director, Westerville, OH
"Participation Reports and Budget Summaries" ..... Dallas, pp. 27, 29
Kurby Lyle, Athletic Director, Englewood (Cherry Creek), CO
Cliff Lear, Athletic Director, Marshall, MO
"Private Funding for Athletic Programs" ..... Dallas, p. 83
Tom Jorgensen, Athletic Director, Ames, IA
"Pro and Con — Pay for Play" ..... Indianapolis, p. 25
William Palmer, Executive Director, Booster Clubs of America
"The Rockford Situation — Are You Next?" ..... San Diego, p. 13
George Aschenbrenner, Assistant Superintendent, Rockford, IL

CODES, RULES AND THE LAW

"Academic Eligibility" ..... Orlando, p. 18
Bruce Miller, Director of Student Activities, Las Vegas, NV
"Coaching Certification and the Para-Professional Coach" ..... Dallas, p. 67
Dottye Williams, Assistant Athletic Director, San Antonio, TX
"Coaching Requirements and Certification" ..... Las Vegas, pp. 10, 12
Wendell Hill, Athletic Director, Bettendorf, IA, p. 10
D. Donald Distin, Director of HPER, Fulton, NY, p. 12
"Disciplining with Due Process" ..... Omaha, p. 30
Robert Bligh, Legal Counsel, Nebraska Department of Education
"Effects of Proposition 13" ..... Louisville, p. 58
Richard G. Fawcett, Assistant to Director, National Federation
"Liability — A Major Concern for All Directors of Athletics" ..... Omaha, p. 22
Tom Ecker, Athletic Director, Cedar Rapids, IA
"Product Liability and the Team Distributor" ..... Omaha, p. 19
Ken Baldwin, Director Member Relations, National Sporting Goods Association
"Restitution — An Option for Athletic Codes of Conduct" ..... Orlando, p. 25
Dave Stover, Athletic Director, Charlec City, IA
"Statement on Product Liability" ..... Omaha, p. 14
Howard Bruns, President, Sporting Goods Association

"The Los Angeles USD Eligibility Rule for Extracurricular Activities" ..... Orlando, p. 17
Jim Chefters, Director of Athletics, Los Angeles, CA
"Title IX — Putting It in Perspective" ..... Atlanta, p. 34
John E. Roberts, Chief Executive Officer, Doug Ruedlinger, Inc., Kansas City, MO
"Training Rules and Due Process" ..... San Diego, p. 25
Dr. Thomas Shannon, Deputy Superintendent, San Diego, CA

FACILITIES AND EQUIPMENT

"Basic Principles of Athletic and Recreation Facility Planning" ..... Las Vegas, p. 52
Robert T. Bronzon, Education Director, APER, Danville, CA
"Converting Running Tracks to Metric" ..... Atlanta, pp. 6, 9
Daniel Daluise, Director of Field Operations, Tracklite Systems, Malden, MA
Charles Lutman, Athletic Director, Berryville (Clarke County), VA
"Facility Care and Maintenance" ..... Las Vegas, p. 46
Robert Carson, Director of Student Activities, Burke (Lake Bruddock), VA
"Facility Planning and Management" ..... Indianapolis, p. 35
Robert Jones, Vice President, Monsanto Plastics and Resins Company
"There's A Computer in Your Future" ..... Atlanta, p. 17
Father Harry Jansing, Louisville (Trinity), KY

GIRLS INTERSCHOLASTIC ATHLETICS

"Administration of Girls Programs" ..... Las Vegas, p. 18
Gayle Wilfong, Assistant Director of Athletics, Fond du Lac (Goodrich), WI
"Administration of Girls Programs" ..... Orlando, p. 22
Mary Lou Robertson, Assistant Director of Athletics, Fort Worth, TX
"Concerns of Women in Sports Administration" ..... Louisville, p. 40
Priscilla Dillow, Girls Sports Director, Indianapolis, IN
"Concerns of Women in Athletic Administration" ..... Louisville, p. 49
Barbara Twardus, Assistant Athletic Director, Seattle, WA
"Girls Athletics — Gaining Respect" ..... Atlanta, p. 31
Patsy Neal, Former Coach and Authority on Girls Sports, Morristown, TN
"Issues Facing the Future of Women's Athletics" ..... Orlando, p. 23
Pat Walden, Administrative Assistant, NCAA, Mission, KS
"Problem Solving Ideas for the Female Administrator" ..... Atlanta, pp. 12, 13, 15
Katherine Francis, Colorado Springs, CO, p. 15
Betty Melton, Girls' Sports Director, Carmichael (LaSierra), CA, p. 13
Phyllis Tubbs, Assistant Director of Athletics, Elkhart (Memorial), IN, p. 12
"Recruiting and Training Women Coaches" ..... San Diego, p. 66
Barbara Twardus, Assistant Athletic Director, Seattle, WA
"Working with the Female Athlete" ..... Dallas, p. 68, 71
Kristy Parnell, Assistant to Director, National Federation
Dr. Wayne Selvig, Athletic Coordinator, Buffalo Grove, IL

JUNIOR HIGH ATHLETICS

"Alternative Sources to Funding a Junior High Program" ..... Las Vegas, p. 71
Julian "Strippy" Biggers, Director of Athletics, Midwest City (Carl Albert Jr.), OK
"Concerns of the Junior High Athletic Director" ..... Louisville, p. 32
Don Jennings, Athletic Director, Cedar Rapids, IA
"Financing a Junior High Athletic Program" ..... Louisville, p. 47
Robert Johnson, Athletic Director, Carmel, IN
"Full Participation Programs ..... Orlando, p. 7
Jim Meskimen, Athletic Director, Cedar Rapids, IA
"Junior High Program Administration" ..... Las Vegas, pp. 72, 73
John Morris, Athletic Director, High Point, NC, p. 72
John Kern, Director of Athletics, Gillette (Twin Spruce Jr.), WY, p. 73
"Special Concerns of the Junior High Athletic Director" ..... Dallas, pp. 30, 34
Dr. John S. Burke, Assistant Principal, Shawnee Mission (Nallwood Jr.), KS
Don O'Connor, Athletic Director, Bremen (Middle School), IN
"Tailoring Athletic Programs for Junior High Schools" ..... San Diego, p. 47
Joe Mosser, Athletic Director, Omaha (Millard), NE
James Petron, Athletic Director, Minneapolis (Spring Lake Park), MN

LARGE CITY PROGRAMS
"Athletic Administration in Large City Districts" ..... Atlanta, pp. 77, 79
Walt Bazylewicz, Athletic Director, Detroit (Catholic Archdiocese), Detroit, MI, p. 79
Bill McMoore, Athletic Director, Minneapolis Public Schools, Minneapolis, MN, p. 77
"Athletic Administration in Large City Districts" ..... Las Vegas, p. 67
John C. Glading, Assistant Director, New York (Public School Athletic League), NY
"Athletic Administration in Large City Schools" ..... Dallas, pp. 43, 45
Richard Hill, Supvisor of Athletics, Duluth Schools, Duluth, MN
Wayne Williamson, Athletic Director, Tampa (Hillsborough County School), FL
"Centralized Administration for Large City Schools" ..... Louisville, p. 52
Lon Goldstein, Athletic Director, Ft. Worth (Ft. Worth I.S.D.), TX
"Junior High Program Administration" ..... Atlanta, pp. 72, 75
Ted Booher, Athletic Director, Logansport (Lincoln Middle), IN, p. 72
Dave Harris, Athletic Director, Charlotte (Charlotte-Mecklenburg School), NC, p. 75
(See also "Budget and Finance")
LEGAL ASPECTS
"Legal Seminar" ..... Indianapolis, p. 29
Dr. Sam Adams, Washington State University
MEDICAL ASPECTS
"A Job Description for an Athletic Trainer ..... Orlando, p. 34
Gloria Green, Assistant Athletic Director, Alexandria, VA
"Adapting Modern Fitness Techniques to Today's Athlete" ..... Dallas, p. 15
Dr. Larry Gettman, Executive Director, Institute for Aerobics, Dallas, TX
"Grassroots Responsibility of the Team Physician" ..... Indianapolis, p. 26
Dr. Robert Tudor, Bismarck, SD
"Sports Medicine in the 80s" ..... Atlanta, pp. 23, 24
Dr. William Bartlett, M.D., Madison, WI, p. 23
Dr. Norman Zlotsky, M.D., Rockville, CT, p. 24
"The Basic Dozen for Establishing a High School Athletic Training Program" ..... San Diego, p. 8
Joe S. Borland, Trainer, Pacific League, Arcadia, CA
"The Development and Function of a Regional Sports Medicine Council" ..... Las Vegas, p. 57
Dave Martens, Director of Athletics, Fairport, NY
"The Importance of an Injury Reporting System" ..... Las Vegas, p. 59
Dr. Andrew Welch, Las Vegas, NV
MOTIVATION/GENERAL
"Athletics — Who Needs It?" And "Putting It All in Perspective" ..... Las Vegas, p. 75
Dr. Thomas Tutko, San Jose (San Jose University), CA
"Banquet Invocation" ..... Atlanta, p. 52
Hank Kaiser, Athletic Director, Normal, IL
"Centralized Athletic Administration" ..... Louisville, p. 41
Harvey Greer, Athletic Director, Kansas City, MO
"Coordinating School and Nonschool Programs" ..... Louisville, pp. 24, 28
Robert Collison, Athletic Director, Richfield, MN
Mort Gronseth, Athletic Director, Centralia, WA
"Coping With Administrative Stress" ..... Indianapolis, p. 42
Richard T. McGuire, Jr., University of Virginia
"Coping With the Energy Crisis" ..... Louisville, p. 55
Norman Quinn, Athletic Director, Bloomfield Hills, MI
"Counseling the College-Bound Athlete" ..... Orlando, p. 37
Jack McCleery, Athletic Director, North Tarrytown, NY
"Creating An Environment for Success" ..... Orlando, p. 26
Mike Zinn, Director — Attitudes for Action, Franklin, MI
"Cutting Corners in the Energy Crunch" ..... Dallas, pp. 61, 64
Harold Johnson, Athletic Director, Harlan, IA
Nowell Nelson, Athletic Director, Highland Park (West Bend), NJ
"Effective Listening" ..... Indianapolis, p. 16
Virgil Horne, Athletic Director, Lincoln, NE
"Game Plan for Retirement" ..... Orlando, p. 19
Thomas Lange, VALIC, Tampa, FL

"I Believe" ... San Diego, p. 3
Grant Teaff, Football Coach, Baylor University
"In Defense of Competitive Athletics" ... San Diego, p. 3
Claude Schmitt, Superintendent of Schools, Flemington (Hunterdon Central), NJ
"Instilling a Winning Attitude" ... Omaha, p. 50
Dr. Richard Ulrich, Wrestling Coach, Adams State College, Alamosa, CO
"Management and Stress" ... Orlando, p. 28
Allen Gilberti, Corporate Director, Syracuse, NY
"Managing Your Time" ... Louisville, p. 27
Bill Caudill, Fairfax (W.T. Woodson), VA
"Maturity and Leadership an Absolute Imperative" ... Omaha, p. 64
John E. Erickson, President, Fellowship of Christian Athletes
"More Than Winning" ... Las Vegas, p. 30
Glen Tuckett, Athletic Director, Provo (Brigham Young University), UT
"Motivating Athletes" ... Atlanta, p. 5
Hensley Sapenter, Athletic Director, San Antonio (Sam Houston), TX
"New Age Leadership" ... Dallas, p. 8
Fred Akers, Head Football Coach, University of Texas
"Now That We Are Here — What Do We Do?" ... Indianapolis, p. 5
Robert Kanaby, Executive Director, New Jersey State Interscholastic Athletic Association
"Office Procedures" ... Indianapolis, p. 17
Chuck Basting, Athletic Director, Hartford, WI
"Recognition Programs" ... Indianapolis, p. 12
Dave Stover, Athletic Director, Charles City, IA
"Return to Basics" ... San Diego, p. 35
Julian Dyke, Vice President, Fellowship of Christian Athletes
Round Table Discussion Report ... Indianapolis, p. 51
"Should the National Federation Sponsor National Championships? ... Louisville, p. 17
James Dutcher, Athletic Director, Billings, MT
"Special Concerns of Athletic Directors ... Orlando, p. 8, 9
Stephen Wendelboe, Athletic Director, New Palestine, IN
Brother Francis Carr, Director of Athletics, St. Paul, MN
"The A.D. Who Also Coaches" ... Dallas, pp. 51, 53, 55
Bill Peden, Athletic Director, Junction City, OR
Tom Korab, Athletic Director, Wheeling, WV
Jay Dakelman, Athletic Director, Highland Park, NJ
"The Gold Mine Within You" ... Omaha, p. 33
Dr. Lacy Hall, Director Achievement Motivation, W. Clement Stone Foundation
"The Role of a High School's Academic Advisor for Student-Athletes" ... Orlando, p. 38
Bob Jacobs, Director of Athletics, Louisville, KY
"The Success of Failure — Game Plan for 1977" ... San Diego, p. 23
Sherman G. Finesilver, U.S. District Court Judge, Denver, CO
"The Three C's for Coping With Crisis" ... Louisville, p. 14
James W. Graham, Director of Athletics, Evansville-Vanderburg District, IN
"You Do Make A Difference" ... Las Vegas, p. 61
Dr. Howard Harrison, Superintendent, Santa Ana (Santa Ana Unified School District), CA
"Young People — America's Greatest Resource ... Orlando, p. 5
George Steinbrenner III, New York Yankees

PRIVATE SCHOOL PROGRAMS

"Administration of Private School Athletic Programs" ... Louisville, pp. 10, 35
Brother Francis Carr, Athletic Director, St. Paul, MN, p. 35
Robert Wood, Athletic Director, Grosse Pointe Woods, MI, p. 10
"Administration of Private School Athletic Programs" ... Dallas, p. 36, 40
Angelo Aguiar, Athletic Director, Mountain View (St. Francis), CA, p. 36
Fred Wright, Athletic Director, Wilmotte (Loyola Academy), IL, p. 40
"Administration of Private School Programs" ... Atlanta, pp. 61, 63, 64
Larry Anderson, Athletic Director, Cedar Rapids (LaSalle High School), IA
Joseph Tonelli, Athletic Director, West Haven (Notre Dame), CT
Paul Young, Athletic Director, Louisville (St. Xavier), KY

"Administration of Private School Programs" — Las Vegas, p. 16
Coralyn Carl, Minneapolis (Blake), MN
"Concerns of Private Schools" — Orlando, p. 12
Darrell Snyder, Director of Athletics, Arlington, VA
"Stetching and Adding Funds to Your Program" — Las Vegas, p. 14
Jim Moses, Director of Athletics, Hollywood (Chaminade), FL

PROFESSIONAL DEVELOPMENT

"Assistance for the New Athletic Director" — Atlanta, pp. 53, 56, 60
Lou Kaczmarek, Athletic Director, Franklin, OH, p. 56
Joe Means, Athletic Director, Round Rock, TX, p. 53
Nicholas Zeoli, Athletic Director, Wilton, CT, p. 60
"Development Program for Coaches" — Las Vegas, p. 69
John McGuire, Director of Athletics, Amarillo, TX
"Evaluating Coaches" — Atlanta, pp. 19, 21
Dr. Sam Adams, Associate Professor, Washington State University, p. 19
Roger Young, Athletic Director, Pickerington, OH, p. 21
"Game Plan for Retirement" — Orlando, p. 19
Thomas Lange, VALIC, Tampa, FL
"In-Service Training" — Atlanta, pp. 45, 50
Paul Swanson, Athletic Director, Madison (LaFollette), WI, p. 45
Bob Wilson, Athletic Supervisor, Denver, CO, p. 50
"Planning Your State Workshop" — Indianapolis, p. 42
John Klement, Athletic Director, Monona, WI
"The Miracle of Management" — Atlanta, p. 27
Philip Steffen, Philip D. Steffen Associates, Inc., Marietta, GA
"Workshop for the Beginning Athletic Director" — Louisville, p. 61
Tom Rathlake, Columbia City High School, WA

PUBLIC RELATIONS/PROMOTION

"Booster Club Organization" — Louisville, p. 54
Alan Weiss, North Miami Beach High School, FL
"Community and Public Relations" — Omaha, p. 53
Harold Sweet, Athletic Director, Dubuque, IA
"Developing an Effective Booster Club" — Dallas, p. 19
Fred Engh, Booster Clubs of America, N. Palm Beach, FL
"Developing Community Support" — San Diego, p. 54
Les Wright, Athletic Director, Eugene (Willamette), OR
"Getting the Community Behind Your Program" — Atlanta, p. 28
Ted Bredehoft, Athletic Director, Wichita (Wichita State University), KS
"Improving Community Relations" — Omaha, p. 56
Richard Smith, Athletic Director, Rosemount, MN
"Promoting Your Program" — Atlanta, pp. 65, 68, 70
John Hoisberry, Jr., Athletic Director, Sutton (Braxton County), WV, p. 68
Bo McComas, Miami (Southwest Miami), FL, p. 70
Dick Stickle, Executive Secretary, Idaho High School Activities Association, Boise, ID, p. 65
"Public Relations and Promotions" — Louisville, p. 29
Bill Mayo, Blytheville Public Schools, AR
"Recognition Awards and Public Relations" — Dallas, pp. 21, 24
Robert White, Athletic Director, Iowa City, IA
Wayne Taylor, Athletic Director, Miami (Miami-Palmetto), FL
"Selling Your Program to School District Patrons" — Las Vegas, p. 33
Dr. Ronald Runyan, Assistant Superintendent, Boise, ID
"Shared Thoughts on Cable Telecasts of High School Events" — Orlando, p. 35
Orv Bies, Assistant to Executive Director, Minnesota High School League, Anoka, MN
"Sports Promotion and Marketing" — Indianapolis, p. 32
Ev DeVaul, Ashland, OH

SCHEDULING

"Athletic Facilities — Scheduling and Usage" — Omaha, p. 45
Chuck Haynes, Athletic Director, Corpus Christi, TX

"Scheduling of Facilities" ..... Omaha, p. 47
Howard Naasz, Athletic Director, Rapid City (Central), SD
"Scheduling Pitfalls to Avoid" ..... Indianapolis, p. 10
Frank Kovaleski, Athletic Director, New Castle, IN
"There's a Computer in Your Future" ..... Atlanta, p. 17
Father Harry Jansing, Athletic Director, Louisville (Trinity), KY
"More About Computers" ..... Las Vegas, p. 19
Father Harry Jansing, Athletic Director, Louisville (Trinity), KY
(See also "Administration — Games and Meets")
STATE ASSOCIATIONS
"Familiarization With State Association By-Laws" ..... Louisville, p. 36
Don Walker, Mustang High School, OK
"Speaker Communications and Hotel Negotiations" ..... Indianapolis, p. 39
Tom Frederick, Associate Director, National Federation
STUDENT/ATHLETE RELATIONS
"Counseling the College-Bound Athlete ..... Orlando, p. 37
Jack McCleery, Athletic Director, North Tarrytown, NY
"The Role of a High School's Academic Advisor for Student-Athletes" ..... Orlando, p. 38
Bob Jacobs, Director of Athletics, Louisville, KY

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1985-86

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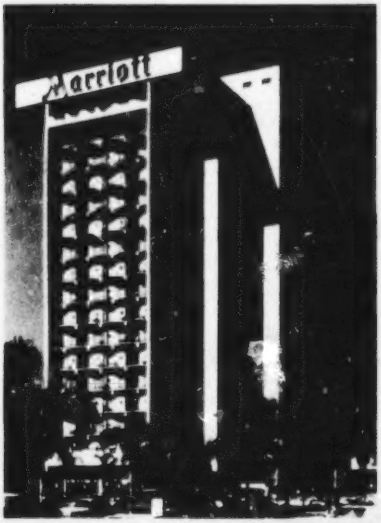

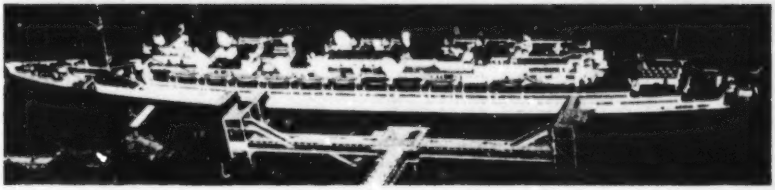

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CONFERENCE OF HIGH SCHOOL DIRECTORS OF ATHLETICS

DEC. 15 - 18, 1985

Advance Registration Material Available Sept. 1, 1985

TUESDAY, DECEMBER 11

BANQUET TABLE RESERVATIONS — Convention Center - East Hall Lobby ..... 8:00 a.m. - 11:45 a.m.
THIRD GENERAL SESSION — Hyatt Regency Ballroom (Tape 7) ..... 8:30 a.m. - 9:30 a.m.

DOROTHY McINTYRE

Presider: Bernie Von Wald, Athletic Director, St. Paul Harding High School, St. Paul, Minnesota
Address: **"Chemicals and Our Athletes: What Do We Do Now?"** Thomas Griffin, Hazelden-Cork Sports Education Foundation

THOMAS GRIFFIN

SPOUSE PROGRAM — Marc Plaza Hotel - Monarch Room ..... 9:00 a.m. - 10:15 a.m.
(Featuring, Mary Noble Fick, Artist and Humorist)
SPOUSE TOUR — Cedar Creek Settlement ..... 10:30 a.m. - 3:00 p.m.
EXHIBITS OPEN — Convention Center - East Hall ..... 9:15 a.m. - 1:30 p.m.
WORKSHOP SESSION II ..... 10:30 a.m. - 11:45 a.m.

I. **Retention of Coaches** — West Octagon 2 (Tape 8)
Moderator: Donald Albers, Athletic Director, Thornton High School, Thornton, Colorado
Speaker: Dr. Doris Hardy, Assistant Athletic Director, Riverside-Brookfield High School, Riverside, Illinois
Speaker: Jack Steinberg, Athletic Director, Mason City High School, Mason City, Iowa

J. **Office Management for the Athletic Director** — East Octagon South 3 & 4 (Tape 9)
Moderator: Keith Lancaster, Athletic Director, Oxford Hills High School, South Paris, Maine
Speaker: Ron Park, Athletic Director, Millard North High School, Omaha, Nebraska
Speaker: Jack Miller, Athletic Director, Waukegan East High School, Waukegan, Illinois

K. **Coach's Handbook** — East Octagon North 2 & 5
Moderator: Peter Dubay, District Athletic Director, Sumter High School, Sumter, South Carolina
Speaker: David Harris, Jr., Athletic Director, Charlotte-Mecklenburg Schools, Charlotte, North Carolina
Speaker: Bill Jensen, Athletic Director, Choctaw/Nicoma Park Schools, Choctaw, Oklahoma

L. **Conference Administration** — Room E-10
Moderator: Barbara Sibold, Athletic Director, Golden High School, Golden, Colorado
Speaker: Tom Janssen, Athletic Director, Wauwatosa Public Schools, Wauwatosa, Wisconsin
Speaker: Ken Ricci, Athletic Director, Round Lake High School, Round Lake, Illinois
Speaker: Jay Dakelman, Athletic Director, Highland Park High School, Highland Park, New Jersey

M. **Merit Pay and Salary Negotiations** — West Octagon 5
Moderator: Marsha K. Richard, Assistant Athletic Director, Portland Public Schools, Portland, Oregon
Speaker: Tom Flint, Athletic Director, Lee's Summit High School, Lee's Summit, Missouri
Speaker: Lloyd Ahlbrand, Athletic Director, Hobart City Schools, Hobart, Indiana

N. **Chemical Abuse by Athletes** — West Octagon South 3 & 4
Moderator: Jerry Foldenauer, Activities Coordinator, Southwest Region Schools, Dillingham, Alaska
Speaker: Tom Griffin, Hazelden Cork Foundation, Minneapolis, Minnesota
Speaker: Dorothy McIntyre, Assistant to Executive Director, Minnesota State High School League
Speaker: Carolyn Cade, Bloomington Public Schools, Bloomington, Minnesota

SPECIAL MINI SESSIONS

1. **Cooperative Purchasing** — Room W-10
Speaker: Fred W. Smith, Athletic Director, Ankeny High School, Ankeny, Iowa
2. **Sports Participation Fees** — Room E-14
Speaker: Neal McCauley, Athletic Director, Naperville North High School, Naperville, Illinois
3. **Promoting School Activities with an A-V Presentation** — Room E-11
Speaker: Glen McCulloch, Athletic Director, Kenosha School District, Kenosha, Wisconsin
4. **Marketing Video Tape of Athletic Contests** — Room W-11
Speaker: Jim Bartlett, Athletic Director, Griffith High School, Griffith, Indiana
5. **NOCSAE Helmet Recertification** — Room E-12
Speaker: Don Gleisner, NAERA Representative to NOCSAE Board of Directors
6. **Loss of School Instructional Time** — Room W-14
Speaker: Dick Brown, Administrative Assistant, Kansas State High School Activities Association, Topeka, Kansas

PRESIDENTS' LUNCHEON — Hyatt Regency Lakeshore Ballroom (By Invitation) ..... 12:00 noon - 1:30 p.m.
EXHIBIT HALL FESTIVAL — Convention Center - East Hall ..... 11:45 a.m. - 1:30 p.m.
(State Door Prize Drawings and Cash-Sandwich Buffet)
MANAGEMENT SEMINAR — Hyatt Regency Ballroom (Tape 10) ..... 1:30 p.m. - 3:30 p.m.

JAMES SPARKS

Presider: Jim Watkins, Athletic Director, Southern High School, Louisville Kentucky
Address: **"Self Image and Communications"** Dr. David Carr, Northern Illinois University
Address: **"Coping with Professional Criticism"** James Sparks, Dept. of Human Services, University of Wisconsin

DR. DAVID CARR

SEE YOU IN ANAHEIM, CALIFORNIA — DECEMBER 15-18, 1985

TUESDAY, DECEMBER 11

NIAAA ANNUAL MEETING — Hyatt Regency Ballroom ..... 3:30 p.m. - 4:15 p.m.
CONFERENCE BANQUET — Convention Center - Great Hall (Tape A) ..... 6:30 p.m. - 9:00 p.m.

GARY BENDER

Presider: Bert Cooper, President, National Federation Executive Committee, Carson City, Nevada
Invocation: Delmer G. Botkin, Athletic Director, Robert E. Lee High School, Staunton, Virginia
Entertainment: Nick Contorno Sextet

National Federation Citations ..... Brice B. Durbin
(National Federation Executive Director)

BRICE B. DURBIN

RECIPIENTS

Jay Dakelman, Highland Park, New Jersey
Tom Janssen, Wauwatosa, Wisconsin
Jack Johnson, Dearborn, Michigan
Sam Long, Des Moines, Iowa
Kurby Lyle, Englewood, Colorado
Joe Tonelli, West Haven, Connecticut

National High School Sports Hall of Fame Inductions
Master of Ceremonies: Gary Bender, CBS Sportscaster

WEDNESDAY, DECEMBER 12

F.C.A. BREAKFAST — Convention Center - East Dining Room (Tape B) ..... 7:30 a.m. - 9:00 a.m.

Master of Ceremonies: Lowrie McCown, Director, F.C.A. Ministry Programs
Comments: John Erickson, F.C.A. National President
Speaker: Sal Bando, Milwaukee Brewers

SAL BANDO

WORKSHOP SESSION III ..... 9:00 a.m. - 10:15 a.m.

O. **Conduct — Are We Lowering Our Standards?** — West Octagon 2
Moderator: Paul Brey, Athletic Director, Richard Montgomery High School, Rockville, Maryland
Speaker: Dr. Edsel Matthews, Athletic Director, Springfield Public Schools, Springfield, Missouri
Speaker: Stephen J. Scharf, Athletic Director, Jefferson High School, Monroe, Michigan

P. **Building School Spirit and Morale** — East Octagon South 3 & 4 (Tape 11)
Moderator: Jim Reuther, Athletic Director, Ballard High School, Louisville, Kentucky
Speaker: Vita Meyer, Director of Girls Athletics, Oak Forest High School, Oak Forest, Illinois
Speaker: Ron Stolski, Athletic Director, Brainerd High School, Brainerd, Minnesota

Q. **Academic Eligibility Requirements** — West Octagon 3
Moderator: Herb Quade, Athletic Coordinator, Benton Harbor Area Schools, Benton Harbor, Michigan
Speaker: Dr. Bruce McCoy, Athletic Director, Bellevue West High School, Bellevue, Nebraska
Speaker: Don Ford, Athletic Director, J.I. Case High School, Racine, Wisconsin

R. **Public Relations** — East Octagon North 2 & 5
Moderator: Ed Nelson, Supervisor of Athletics, Baldwin County School District, Bay Minette, Alabama
Speaker: Cheryl Herman, Athletic Director, Burnsville High School, Burnsville, Minnesota
Speaker: Ron White, Athletic Director, Fort Worth Independent School District, Fort Worth, Texas

S. **Job Descriptions for Coaches and Athletic Directors** — West Octagon 4
Moderator: Willie Bradshaw, Athletic Director, Durham City Schools, Durham, North Carolina
Speaker: Jim Czarko, Athletic Director, East Kentwood High School, Kentwood, Michigan
Speaker: Alan Mallanda, Athletic Director, Corning Painted Post, Corning, New York

T. **Budget Preparation** — West Octagon 5
Moderator: Joseph Nicewarner, Athletic Director, Leonardtown High School, Leonardtown, Maryland
Speaker: George Long, Athletic Director, Urbandale Community Schools, Urbandale, Iowa
Speaker: William M. Anderson, Athletic Director, DeLand High School, DeLand, Florida

U. **Private School Programs** — Room E-10
Moderator: Petty Ezell, Athletic Director, Woodward Academy, College Park, Georgia
Speaker: Robert E. Kosower, Athletic Director, Phoenix Country Day School, Phoenix, Arizona
Speaker: Tom Bryan, Athletic Director, Hawken School, Gates Mills, Ohio

WEDNESDAY, DECEMBER 12

FOURTH GENERAL SESSION — Convention Center - East Dining Room (Tape 12) ..... 10:30 a.m. - 11:30 a.m.

Presider: Frank Ibbotson, Athletic Director, Downers Grove South High School, Downers Grove, Illinois

Address: **"The Spirit of Renewal"**
Bernie Petrina, Harrisburg, Pennsylvania

BERNIE PETRINA

CONFERENCE ADJOURNMENT ..... 11:30 a.m.